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Training Program for Louisiana Correctional, Probation and Parole Personnel; A Study of Present and Future Needs. Final Report.

Louisiana State Dept. of Corrections, Baton Rouge.; Louisiana State Univ., Baton Rouge. Div. of Continuing Education.

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Training needs of probation and parole officers and personnel in penal institutions of Louisiana were determined by surveys of personnel background, education, age, experience, and expressed needs, in order to determine subject matter and potential enrollment of inservice classes. Questionnaires collected information from 53 probation and parole officers which resulted in a one week school involving 27 officers. The curriculum included human behavior and personality disorders, investigations, interviewing, counseling, case analysis, techniques of arrest, interagency cooperation and community resources, leadership, court relationship, narcotics, and out of state problems. The survey of penal institutions resulted in a one week pilot school for 26 correctional officers and supervisors in studies of personnel management, principles of supervision, communications, theories of crime, legal issues, drugs, counseling and management, human relations, public relations, personality disorders, and the custodial process. On the basis of attendee evaluation, both schools were successful in changing attitudes for better work performance. (Questionnaires, class schedules, course descriptions, and statistical data are included.) (pt)

ED028351

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A TRAINING PROGRAM FOR LOUISIANA CORRECTIONAL, PROBATION, AND PAROLE PERSONNEL

A STUDY OF PRESENT AND FUTURE NEEDS

AC003971

DIVISION OF CONTINUING EDUCATION
LOUISIANA STATE UNIVERSITY
JANUARY 1969

F I N A L R E P O R T

TRAINING PROGRAM FOR LOUISIANA CORRECTIONAL, PROBATION AND PAROLE PERSONNEL

(LEAA Project, Grant No. 311)

Louisiana State University at Baton Rouge

In Cooperation With

Louisiana State Department of Corrections

Julian A. Martin
Coordinator, Law Enforcement and Firemen Training
Division of Continuing Education
Louisiana State University - Baton Rouge
Project Director

FOREWORD

This project is a result of a grant (No. 311) by the United States Department of Justice, Office of Law Enforcement Assistance, to Louisiana State University for the purpose of making a survey of the employees of the penal institutions of the State of Louisiana and Probation and Parole Officers of the state in order to determine the training needs of these employees. The project was completed under the program of the Law Enforcement Assistance Administration.

This project involved a survey of the background, education, age and experience of personnel who were working with persons who had been convicted of a felony and either incarcerated or put on probation or who were on parole. It was necessary to devise a form to evaluate these various areas. Credit is given to Mr. Donald D. Brewer of the University of Georgia, Institute of Government, who assisted us by providing a form they had used in a similar project, which was adapted for the initial part of our project.

Survey forms for probation, parole and correctional officers were used, with adaptations, similar to those found in the Final Narrative Report published by the University of Missouri, Columbia, Missouri under Law Enforcement Assistance Grant #133.

Much of the planning, gathering of facts, devising pilot school curricula, conducting such courses and report writing was done by Mr. David J. Keyser, Training Officer, Louisiana State Department of Corrections, Assistant Project Director.

Valuable assistance was given by Mr. Curvey P. Landry of the Louisiana State Department of Public Welfare by the completion of survey forms by his personnel.

Special achnowledgement is given the Director of the Louisiana Department of Corrections, Colonel Louis M. Sowers, for the invaluable personal contributions and for allowing the members of his department to participate and work with this project.

Dr. Lionel O. Pellegrin, Director, Division of Continuing Education, Louisiana State University at Baton Rouge, assisted materially in the development of the project and in its operations. He also served on the University Panel of the Study Advisory Committee.

The Study Advisory Committee formally met twice during the project term, but its members were helpful individually on other occasions. In addition to Dr. Pellegrin the following served on the committee:

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Louisiana Training Institute

Mr. J. D. Middlebrooks
Superintendent
Louisiana Correctional and Industrial School

Mr. Curvey P. Landry
Director of Probation and Parole
Department of Public Welfare

Valuable assistance was rendered to the project by consultants, Dr. S. S. Britt, Associate Director, Division of Continuing Education; Dr. Joseph H. Jones, Jr., Program Analyst and Professor, Cooperative Extension Service and Dr. Fred M. Smith, Associate Professor, College of Education. Each of the consultants are members of the staff of Louisiana State University at Baton Rouge.

Miss Sandra Shilling, stenographer for the project, did her work well. Recognition is given to Mrs. Ivydell I. Cordon, stenographer for the Department of Law Enforcement and Firemen Training, Louisiana State University, for her assistance in the project.

Julian A. Martin
Project Director

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CHAPTER I
BRIEF HISTORY OF LOUISIANA'S PENAL SYSTEM

Any project involving the Correctional System of the State of Louisiana must of necessity also include a brief history of the Penal System of the State. Only by brief review of the history of how things came to be, can a good understanding on the part of the reader be achieved as to what is in existence today.

The first penal institution in Louisiana consisted of "medevial dungeons", which were built during Spanish rule. Spanish law and justice of that time was based on the early codes of the Goths, Roman Civil Law, and early tribal influences. The prison was run accordingly.

When France took over this Penal System their modes did not conform to American ideas of justice but were based on the customs of Paris, the ordinances of the Kingdom of France, and those influences which dominated the French occupation of the Isle of Orleans.

England also occupied Louisiana for a short time and contributed to the prison atmosphere with changed codes of living and justice so that the early Penal System was infused by the combined rule of the Spanish, French, and English. This resulted in a prison life of poor food, poor clothing, disease, death, hunger and exposure, which was all a prisoner in the early days had to look forward to. Vengeance was the primary object of the penal sentence during that period.

The first record of a prison in Louisiana concerned one in New Orleans. It was built in 1725 and burned completely in 1788. A new prison was built, and the early prisoners in that day wore red shirts, which were numbered, and coarse pantaloons. They were not confined to the prison but were farmed out to work for the city where they did ditch digging, road building, and other menial tasks to keep them busy and partially pay for their keep. In 1805, the Legislature passed an act placing the parish prisons under the parish judges and requiring an eight-hour working day for the prisoners.

The practice of jailing debtors brought about public resentment as these helpless debtors were placed in the same cell with hardened criminals. The public began to complain about this practice. This opposition resulted in various acts of the Legislature aimed at assisting the prison system by requiring inspection of the jails by the grand jury and a report to the judges about conditions. This first early act was passed by the Legislature in 1814 and is still in effect today.

The first step towards setting up a Louisiana Prison System started March 1822, when 160 acres of land was purchased for $21,000.00, in the City of New Orleans and subsequently sold.

Later, on March 16, 1832, an act was passed which authorized the Governor to appoint five commissioners to purchase a site in Baton Rouge and to erect a penitentiary on this site, based on the plans of the prison at Wethersfield, Connecticut. The money was also appropriated to build this facility which was to house one hundred convicts. The land which was purchased

in Baton Rouge was located on St. Anthony Street between Florida and Laurel Streets. This facility was one hundred fifty-four feet wide, two hundred fourty-four feet deep. This was the beginning of the Prison System in Louisiana.

One of the most debated questions in maintenance of prisoners was, "Why can't they pay their own expenses?" Even in the early days this was a prime consideration in penal work. The new prison had many various occupations for the inmates such as: picking cotton, cabinet making, cloth manufacturing, making of shoes, manufacturing of coarse wool and cotton fabrics. However, many complaints were voiced by competitive industries in Baton Rouge. These complaints resulted in a change from the Penitentiary System to a Lease System, by a Legislative act of March 25, 1844. The Lease System enabled private individuals to bid on leasing the grounds, buildings and the convicts in order to conduct a legitimate business which was limited to manufacturing of certain cotton goods to be used only by slaves. The state was guaranteed one fourth of the profits. This system was apparently so successful that the public complained again about the amount of money made by private firms in leasing these convicts. This resulted in the Legislature again taking over the Penal System from the private company who had leased the facility.

During the Civil War, Federal troops occupied the penitentiary and it was not until 1865 that the state again took control of the penitentiary and appropriated money for its maintenance. A Board of Control was given charge of the supervision of the inmates with complete control over all rations,

clothing, and punishment of the inmates. The Lease System was combined with the Board of Control System resulting in a dual work effort. Prisoners were not only used as workers within the prison grounds but they were also leased out to parishes to work on roads and levees in the parishes.

Just prior to the expiration of the Lease System in 1901 the state purchased 8,000 acres in West Feliciana called Angola Plantation. This property fronted on the inside of a bend of the Mississippi River and was located about 60 miles north of Baton Rouge in an isolated but lucrative farming area. Six more plantations were purchased adjacent to Angola making a total land area of close to 18,000 acres. At this same time a tract of 2,800 acres of sugar land on Bayou Tech in Iberia Parish was purchased which was known as the Hope Plantation. The farming of these two tracts of land was very successful and the Legislature authorized the purchase of a third farm located in Iberville Parish. This property in St. Gabriel, purchased December 1904, consisted of Oakley Plantation which was 1,400 acres and Monticello Plantation, also was 1,400 acres.

After a sugar mill was built, Angola became the major facility due to the profitable growing of sugar cane. Levees were constructed to protect this rich farm land from flood waters. The natural terrain--hills and timberland to the north and east; the wide, dangerous Mississippi River to the south and west--made this area ideal for the containment of prisoners.

Although the various other farms and facilities were sold, either in total or by parcels, portions of the plantations in St. Gabriel as well as the original farm at Angola, are still in active use.

Changes in administrative policy have been many through the years. The use of a Warden, of a Superintendent, a Board of Control, the Lease System and a combination of these have been used at various times. From 1900 to 1916, the penitentiary was managed by a Board of Control. In 1916, a general manager was appointed and later a Warden was appointed. Finally, in 1952, a State Constitutional Amendment was passed placing all penal, correctional, and hospital facilities, both adult and juvenile, under a Department of Institutions. This act abolished fifteen boards of twenty-five facilities by placing these facilities under one Board of Institutions.

The Legislature in 1960 passed an act (Act 159) separating correctional and penal institutions from hospital institutions. A companion act (Act 615 of 1960) which would provide for this separation by Constitutional Amendment was submitted to the voters. It failed to pass.

Today, however, all penal and correctional institutions are governed and controlled by the Department of Corrections. All charity hospitals--mental, tuberculosis, etc., with the exception of the Charity Hospital of New Orleans, which has its own board, are controlled and governed by a Board of Hospitals.

In reviewing the history of penal institutions in Louisiana, various feelings and conditions recur in cycles. Examples of these are:

1. The prisons were a place of bestiality and many acts of brutality took place daily which indicated a need for change in methods of dealing with

convicted felons. This reform movement occurred numerous times in Louisiana penal history.

2. The fact that convicts cannot be self-supporting and prisons required additional funds to take care of expenses brought about pressure to make them self-supporting. This in turn, created pressure from industry which objected to penal institutions being engaged in competitive enterprise.

CHAPTER II
ORGANIZATION OF THE DEPARTMENT OF CORRECTIONS

The present Department of Corrections was created by Legislative Act 192 of 1968. This act changed not only the name from the Department of Institutions to the Department of Corrections (later ratified by Constitutional Amendment, Act 664 of 1968) but also made sweeping changes in the powers and duties of the Board, the appointment of the Director of Corrections and delegated to the Director power and authority over the Department of Corrections.

The Board of Corrections has the authority to determine policy. The Board is not empowered to perform any administrative or executive duties nor can the Board make any determination with reference to any specific procedural matter of departmental policy.

The Governor of the State of Louisiana selects the Director of Corrections who is to be a qualified person. He need not be a resident of the state, but he shall be qualified for his position by character, personality, ability, administrative experience in the correctional field, if possible.[1]

The Department of Corrections has direct supervision over all adult and juvenile criminals who have been sentenced to prison for any crime. The Louisiana correctional institutions, their location and number of inmates is listed on the following page.

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1 Source: Act 192 of 1968, paragraph 822.

Institution	Location	Number Of Inmates
Louisiana State Penitentiary (Adult)	Angola	3684
Louisiana Correctional & Industrial School (Adult, First Offender)	DeQuincy	434
Women's Prison (Adult)	St. Gabriel	149
State Industrial School for Colored Youths (Juvenile)	Scotlandville	792
State Industrial School for Girls (Juvenile)	Pineville	90
Louisiana Training Institute for Boys (Juvenile)	Monroe	327
	TOTAL (12/26/68)	5,476

In addition to the listed institutions, the Department has the Personnel, Training and Records Section, Administrative Services, Correctional Services, Agribusiness Section and other related service sections to field facilities located in Baton Rouge at its Headquarters. See Exhibit A-1 for a complete breakdown.

In 1960 the Division of Probation and Parole was established within the Department of Corrections with a Parole Board appointed by the Governor. This Board met monthly with

a State Parole Officer. However, Act 191 of 1968 enabled the selection of a full time Board of Parole consisting of five members with the Director serving as Chairman. These Parole Board members are appointed by the Governor on a staggered-term basis.

The Probation and Parole system will be dealt with later in a separate section.

Each institution has a warden or superintendent in charge who answers to the Director of the Department of Corrections. Attached are functional organizational charts of each institution. Some of these charts list the word "Executive" or "Administrative" which refers to the person or persons in charge at the top level. Other charts give the exact title of the position.

Mention should be made of the fact that the Headquarters Division has a counterpart of each function which is represented in the field facilities. In some cases these may be subordinate to a larger division or section and not named on the Department chart.

EXHIBIT A - 1

DEPARTMENT OF CORRECTIONS

FUNCTIONAL CHART

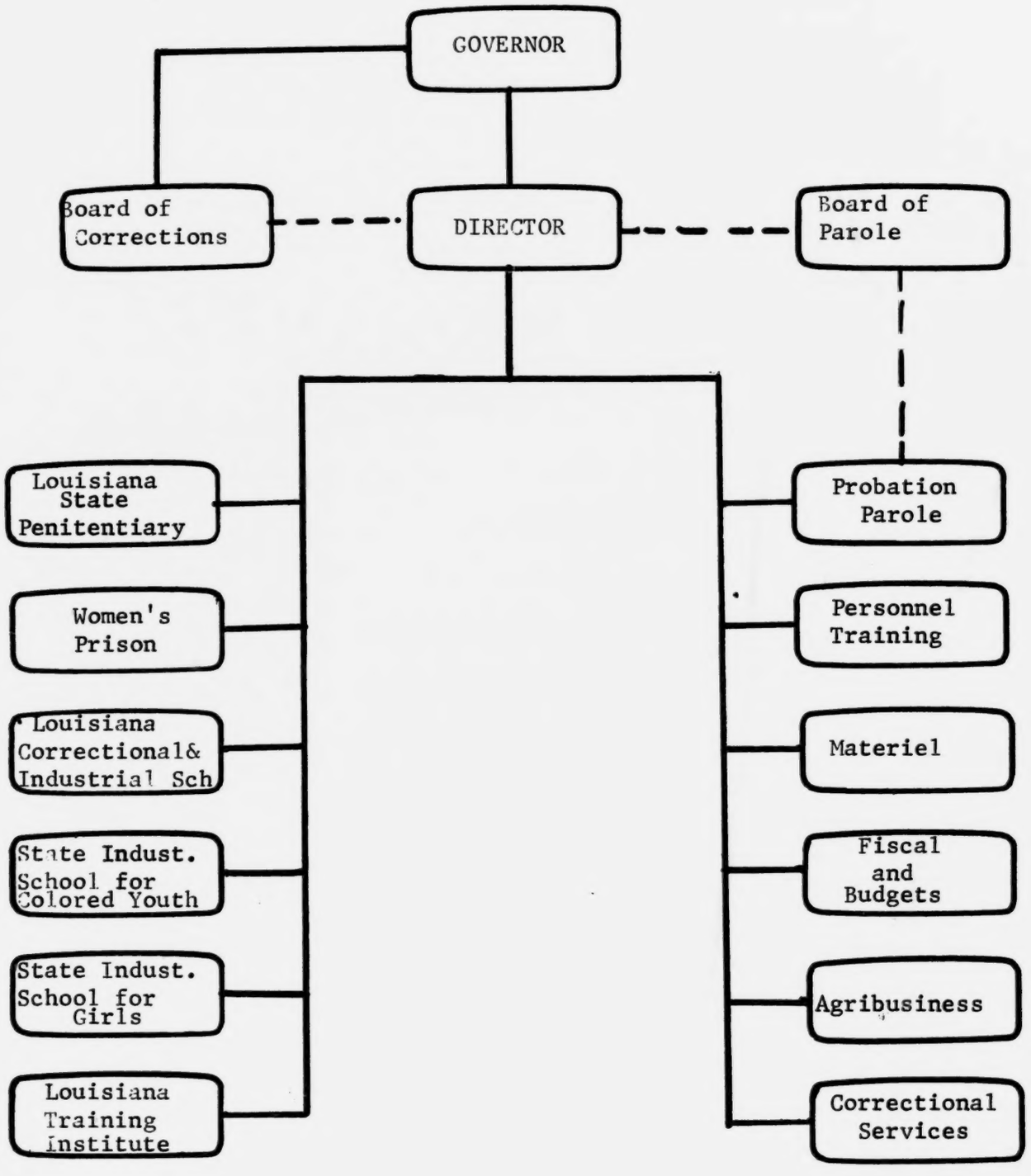

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EXHIBIT A - 2

DEPARTMENT OF CORRECTIONS

LOUISIANA STATE PENITENTIARY

FUNCTIONAL ORGANIZATIONAL CHART

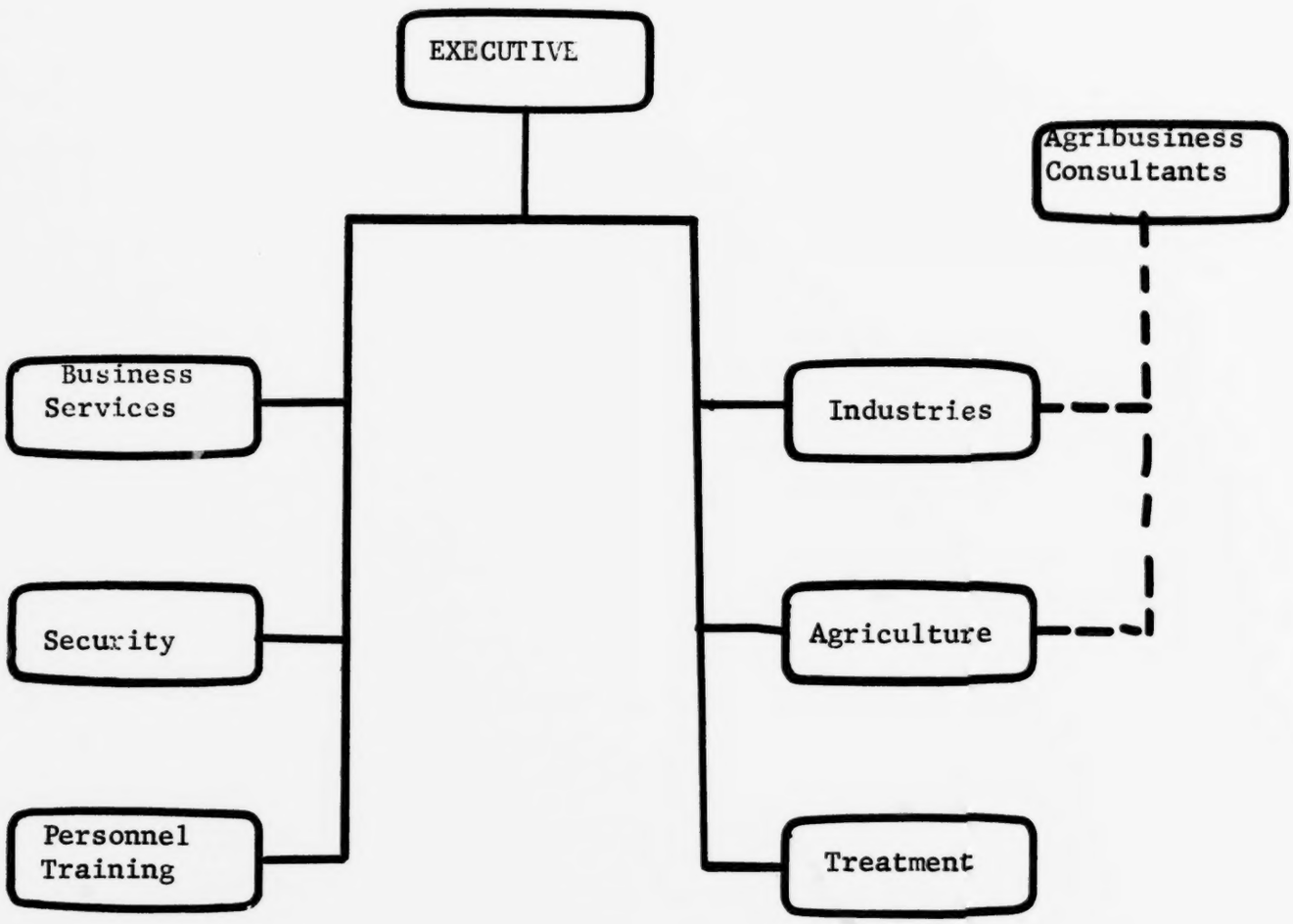

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EXHIBIT A - 3

DEPARTMENT OF CORRECTIONS

LOUISIANA CORRECTIONAL

AND

INDUSTRIAL SCHOOL

FUNCTIONAL
ORGANIZATIONAL
CHART

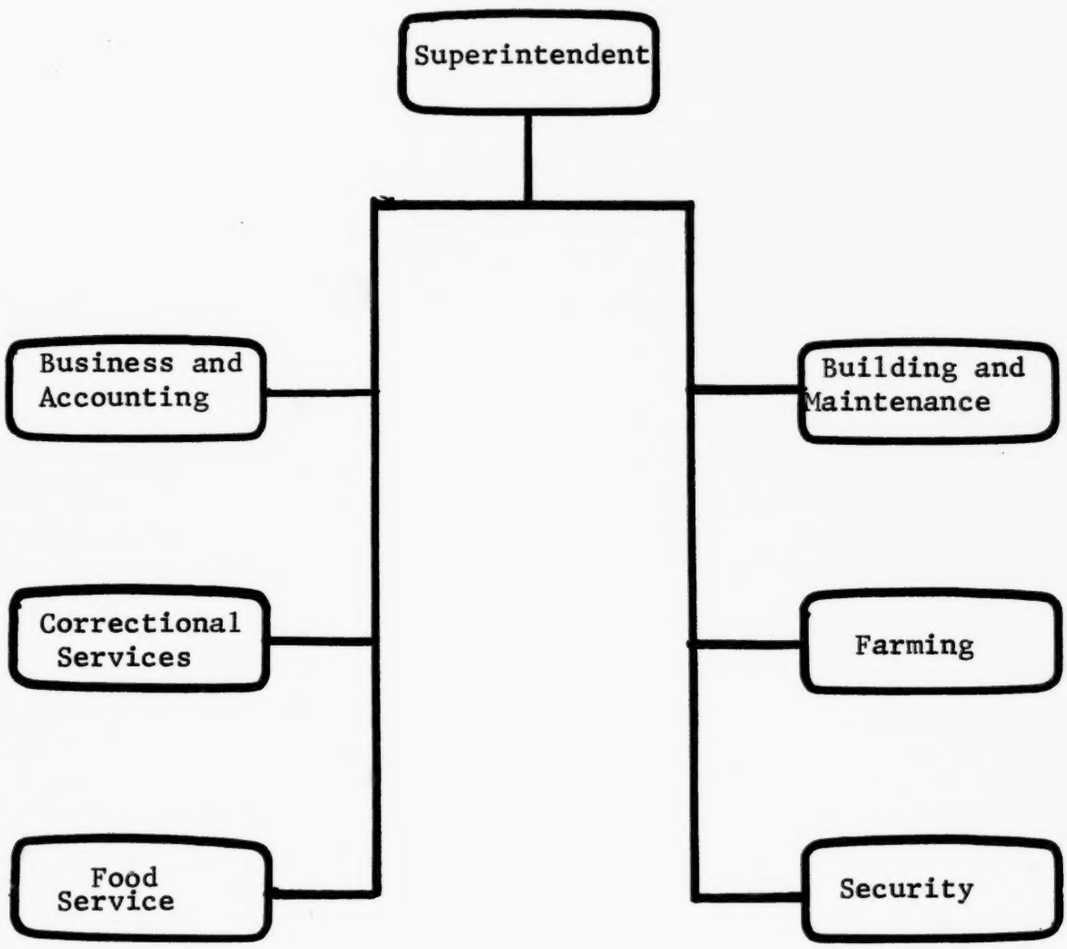

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EXHIBIT A - 4

DEPARTMENT OF CORRECTIONS

WOMEN'S PRISON

FUNCTIONAL ORGANIZATIONAL CHART

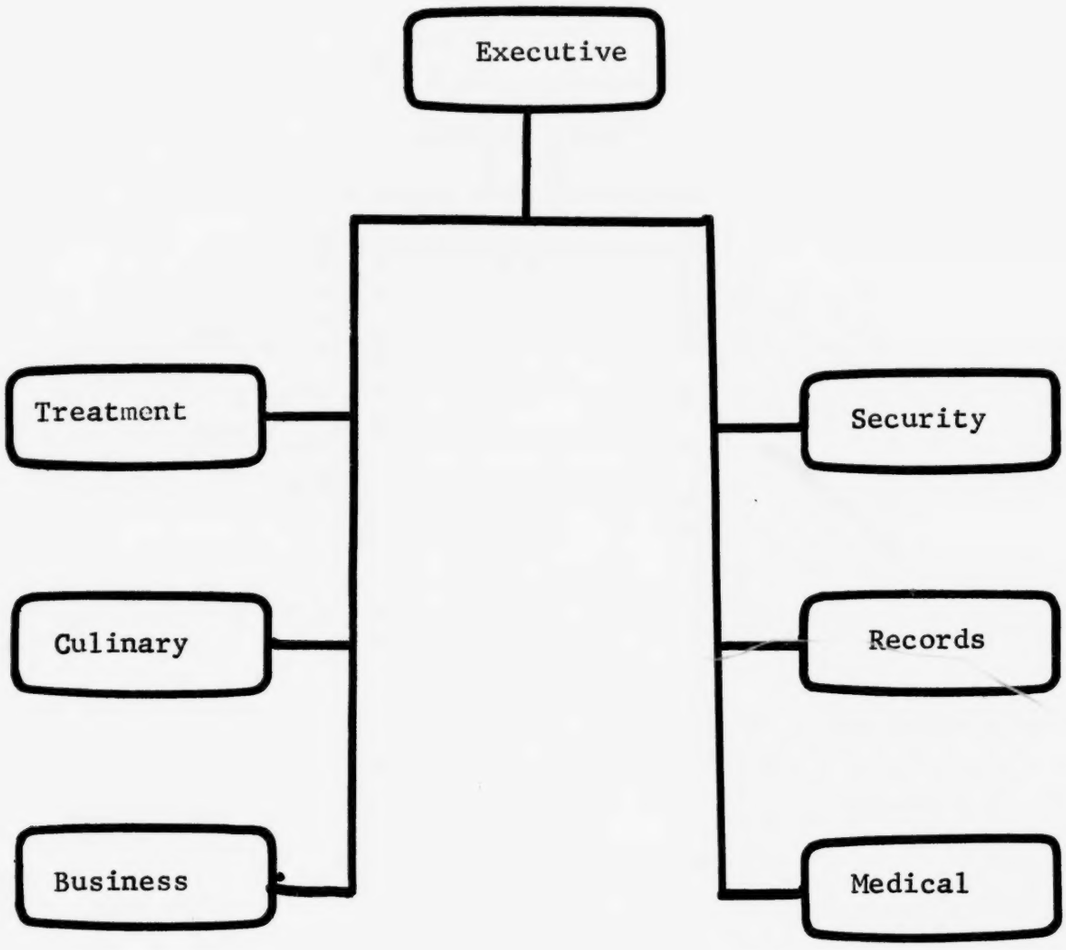

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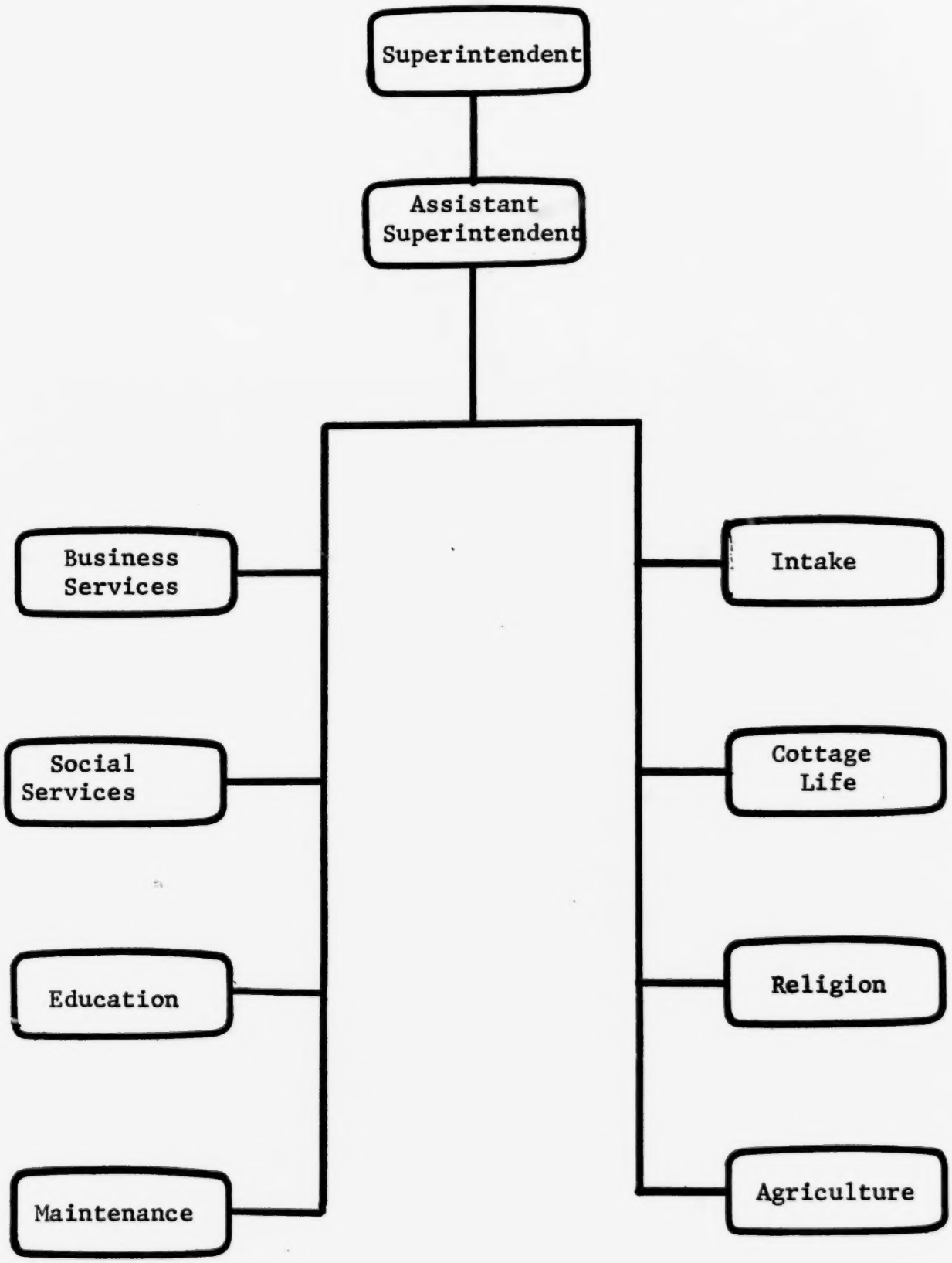
EXHIBIT A - 5

DEPARTMENT OF CORRECTIONS

STATE INDUSTRIAL SCHOOL FOR COLORED YOUTH

FUNCTIONAL ORGANIZATIONAL
CHART



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LOUISIANA DEPARTMENT OF CORRECTIONS

EXHIBIT A - 6

LOUISIANA TRAINING INSTITUTE

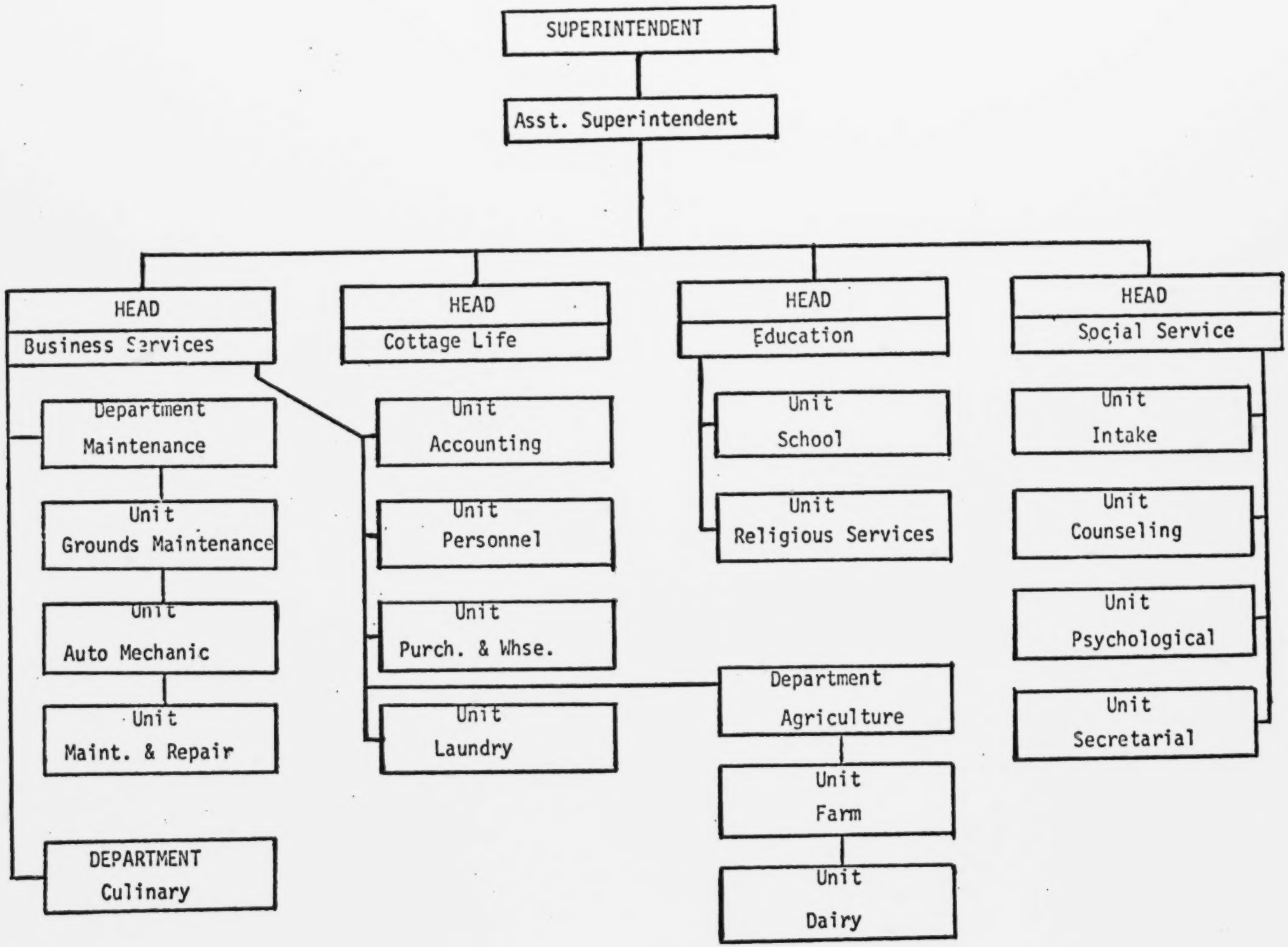

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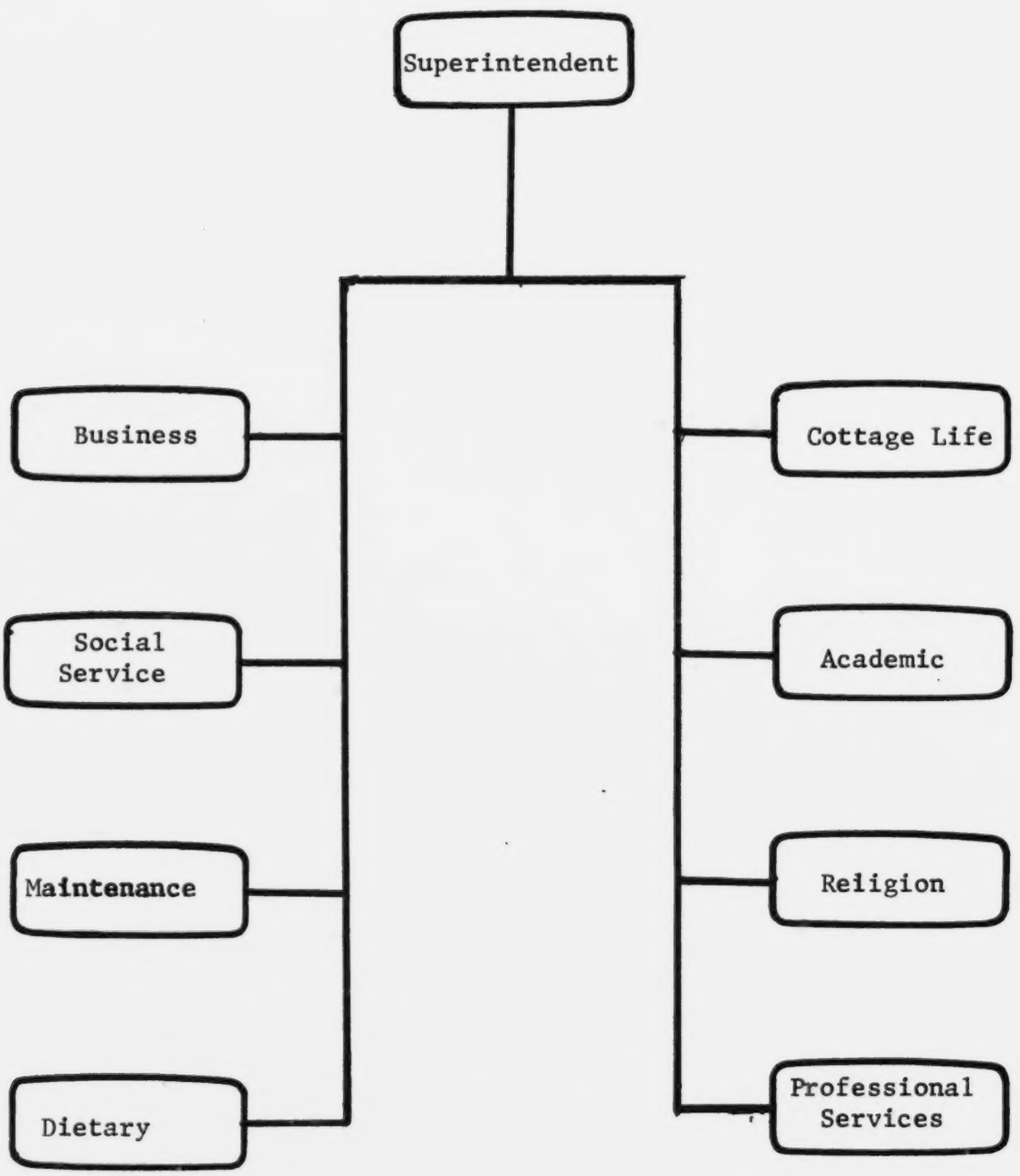
EXHIBIT A - 7

DEPARTMENT OF CORRECTIONS

STATE INDUSTRIAL SCHOOL FOR GIRLS

FUNCTIONAL ORGANIZATIONAL CHART



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CHAPTER III
BACKGROUND OF PROBATION AND PAROLE IN LOUISIANA

HISTORY OF PAROLE

Prior to 1914, parole was handled by the Board of Control of the state penitentiary. In 1916, a Board of Parole was established. This board, consisting of three members, was appointed by the Governor. The supervision of those convicts given parole by the board was done by a parole officer appointed from each congressional district in the state. Later this supervision system was changed and allowed one parole officer for the entire state. Volunteer parole "advisors" assisted in supervising parolees by completing necessary forms and keeping the parolee within the limits of his parole conditions.

Various changes in the Board of Parole were made from time to time but not until 1952 was there any major change. At this time administrative functions of parole were transferred to the Department of Public Welfare. Probation and parole services were combined. Additional staff was employed which assumed all supervisory duties over the probationer or parolee. Volunteer parole "advisors" were eliminated.

The parole law was amended in 1956 to place all officers under a State Parole Officer who was appointed by the Governor. This remained in effect until 1960 when all adult probation and parole was placed under the Department of Institutions. This is still in effect today with probation and parole as a division in the Louisiana Department of Corrections.

The 1968 Legislature abolished the State Parole Officer in favor of a full time professional parole board composed of five members with the Director of the Department of Corrections serving as Chairman. The other four members are appointed by the Governor for staggered terms on a two, four and six year basis.

This new law also added more responsibilities to the Division of Probation and Parole by requiring a mandatory investigation be made to the State Board of Pardons and Governor on each applicant before being considered by the State Board of Pardons. The Governor was given the power by a vote by the people on a Constitutional Amendment to pardon a first offender. This Board of Pardons is comprised of the Lieutenant-Governor, the state Attorney General and the sentencing judge.

Supervision of a work release law was also given to the Division of Probation and Parole. This law allowed the release of inmates to work at daily jobs under the custody of local authorities. Those selected would be placed in a local jail except when working. Probation and parole officers would supervise the activities of those placed on work release.

HISTORY OF PROBATION

Probation in Louisiana began by the enactment of a legislative bill in 1914 which allowed a court to suspend the imposition of a sentence by a jury. There was no provision for supervision of anyone placed on probation. Supervised probation began in 1942 when a legislative act provided for supervision of those convicted for a crime but given a suspended

sentence. This act also provided for a presentence investigation.

Changes in administration were the same as for parole officers with little new legislation being passed during the interim until the present. Probation and parole services are combined and are handled together.

This is unlike other states where probation is completely separated from parole.

PROBATION AND PAROLE SERVICES

In Louisiana probation and parole is administered by three different groups.

One group of probation and parole officers is employed by the Louisiana Department of Public Welfare, Division of Probation and Parole, which deals with Criminal Neglect of Family, and juvenile probationers and parolees.

At the time of the survey this division had one hundred eight-two (182) employees.

Another group conducting probation and parole investigations is on parish level. In a parish where a Family Court or Juvenile Judge is located there is a group of probation and parole officers working under the jurisdiction of this court. These officers deal mainly with juveniles. In some situations they will also check on adults, when a juvenile is involved.

These courts, along with the number of employees involved, are:

COURTS

Court	Number Involved
Caddo Parish, Shreveport	24
Calcasieu Parish, Lake Charles	7
East Baton Rouge Parish, Baton Rouge	10
Jefferson Parish, Gretna	5
Orleans Parish, New Orleans	24

The final group which was the focal point as regards this project is that group doing adult probation and parole supervision. These probation and parole officers work for the Division of Probation and Parole which is a division of the Department of Corrections. Seventy are employed by the Division.

The Division of Probation and Parole conducts presentence investigations, post-sentence investigations, pre-parole investigations and clemency investigations. Officers supervise all adults placed on probation or parole and work release inmates. As this State is a member of the Interstate Compact, reciprocity is made by supervising those probationers or parolees who move into or work in Louisiana. In addition they are also responsible for the return and incarceration of all probation and parole violators who have been placed out-of-state or leave the state without permission.

This Division is headquartered in the state capitol, Baton Rouge, with eleven (11) district offices located throughout the state.

Areas supervised by these districts correspond generally to the Judicial Districts involved.

CHAPTER IV
SURVEY OF PROBATION AND PAROLE

DEMOGRAPHIC INFORMATION

A survey form entitled "Survey-Personnel", Exhibit F was drawn up listing specific areas relating to job classification, age, years of service, prior experience, and education. These forms were given to the various agencies which had probation and parole officers.

Information received from the Division of Probation and Parole, Department of Corrections showed that officers ranged in age from 24 to 69 years with an average age of 46.8 years. The education of these officers average 14.1 years of schooling which indicated that these officers had high school plus 2.1 years of college. The years of service showed they had been employed from a minimum of 3 months to a maximum of 23 years. The average years of service was 7.9 years.

The Department of Public Welfare, Division of Probation and Parole showed an age range of these officers from 24 years to 65 years with the average age being 40.9 years. Their education background averaged 15.9 years which indicated that these officers had high school plus 3.9 years of college. The years of service ranged from 6 months to 23 years with the average being 9.7 years of service.

These personnel survey forms were sent to each of the five parishes having a Family or Juvenile Court for completion. The total number completing and returning these forms was 47. The

age range of these officers was 23 years to 65 years of age with the average age being 34.0 years. The education range was from 16 to 18 years with the average being 16.2 years which amounted to high school plus 4.2 years of college. Their years of service averaged 4.7 years.

The following chart shows this same information for each of the three departments.

PROBATION AND PAROLE

	Corrections	Welfare	Parishes
Number Responding	67	116	47
Age Ranges	24-69	24-65	23-65
Average Age	46.8	40.9	34.0
Education Range	6-17	11-18	16-18
Average Years-Education	14.1	15.9	16.2
Years of Service Range	3 mos.- 23 yrs.	6 mos.- 23 yrs.	1 mo.- 30 yrs.
Average Years of Service	7.9	9.7	4.7

The planning and organizing of a training program was aimed at those officers dealing with adults.

The information obtained indicated that training would be directed at an officer who was about 41.8 years of age, had worked 7.9 years and had a college level background.

SURVEY FOR TRAINING - PROBATION AND PAROLE

In order to obtain the desired background information necessary to plan and institute a training program for probation

and parole officers which would meet their needs in carrying on their work, it was essential that a survey form be compiled that would reflect their work and their opinion about the areas in which they felt additional or specialized training was needed.

A questionnaire was drawn up which we deemed adequate to give us all the vital background information to conduct a training program. Exhibit B-Page 1 is a copy of the letter of transmittal for the questionnaire. Exhibit B-Page 2 lists a possible range of topics which might be desired by probation and parole officers in a training program. Exhibits B-Page 3 to B-Page 5 are the actual questions asked.

Although these questionnaires were sent to all concerned agencies, only those agencies which dealt with adult probation and parole were summarized and the results analyzed. Exhibits C-1 through C-4 show Tables I through IV with comments about the results obtained from the evaluation of the questionnaire. Fifty-three answered and returned this form for a 76 percent return rate.

LOUISIANA STATE UNIVERSITY WORKING IN CONJUNCTION WITH THE DEPARTMENT OF INSTITUTIONS ON AN IN-SERVICE TRAINING PROJECT FOR PERSONNEL IN THE FIELD OF CORRECTIONS, PROBATION AND PAROLE

TO: Corrections Supervisors and Probation and Parole Officers

FROM: Julian A. Martin
Coordinator, LSU Law Enforcement Training Program
Project Director

Louisiana State University, working with the Department of Institutions, has received a grant from the Office of Law Enforcement Assistance, United States Department of Justice, in order to develop a training program for employees who supervise other employees and/or persons. I am a member of the staff of the Division of Continuing Education, Louisiana State University, who has been asked to develop pertinent information in connection with the grant project.

There are three steps to this project: (1) obtain and assemble appropriate information, (2) develop a training program, and (3) conduct training.

It is important that we get your ideas on what would be a good training program; therefore, we are conducting this survey. We need your help with the first step, and will from time to time be in touch with you.

We want to start by finding out from you the important duties and responsibilities that you have, and for which ones you would like to have more training.

We want to make it clear that none of the information that you provide will be used in any evaluation of you by your employers, and that it will be used only for the purpose of developing the best training program for the whole group of which you are a part. In order to keep confidential your response to the questionnaire, you will return your completed questionnaire directly to me. A number will replace your name, and the code is known only by the research staff.

Your cooperation will contribute to making any training program a realistic one. The kind of a program that is developed depends, in a large part, upon your full and frank participation.

Please complete the attached questionnaire by August 30, 1968, and return it to me in the enclosed self-addressed stamped envelope.

Thank you.

EXHIBIT B - 2

TABLE II

TOPICS DESIRED IN A TRAINING PROGRAM BY PROBATION AND PAROLE OFFICER

1. Technical or Special Skills Appropriate to Present Job
2. More Effective Supervisory Skills, Human Relations
3. Knowledge About Motivation of Criminal Behavior
4. Strategies for Rehabilitation
5. Knowledge and Skills Which Contribute to Overall Function of the Institution
6. Training in Administrative Skills, Coordinating Activities and Leadership
7. Public Relations
8. Other Pertinent Topics (List Exact Title or Field)

EXHIBIT B - 3

NAME (I shall remove this after coding): _____

Code # _____

Questionnaire A. In-Service Training Project for Supervisory Personnel

Note: We want your own thinking. Please do not discuss the questions with others before you answer. Some of your answers are to be placed on the chart on the last page. Unstaple it so that you can work more easily. Please read paragraphs 1 and 2 below carefully before completing last page.

1. As you see them, what are the duties of your job? List them in column 1 of the chart. (Do not pay attention to the other columns now. Later questions will refer to them.)

2. What do you see as your most important duty, what is the next most important, etc? In column 2, place a "1" by the most important, a "2" by the next most important, etc. If you think some of the duties are equal in importance, mark them with the same number.

   a. Explain how you decided on which was your most important duty. What was your reasoning? _____

   _____

   _____

   _____

   b. Explain how you decided on your least important duty. _____

   _____

   _____

   _____ _____

3. For which duties do you think you could use more training? In column 3, place a cross to mark those duties.

4. For which duties do you think most of the others doing your kind of job could use more training? In column 4, place a cross to mark those duties.

5. What subjects would you like to see covered in a training program?

   _____

   _____ _____

   _____

EXHIBIT B - 4

NAME _____

Code # _____

6. What do you see as difficulties that make it hard for you to carry out your duties the way you would like to do them. If the difficulties you mention apply to only some of the duties, specify which ones.

_____

_____

_____

_____

7. Have you been in any training programs in the past five years?

Yes _____ No _____

If no, go to question 8.
If yes, give details on when and where held, and purpose of program:

_____

_____

_____

What did you like about the program? _____

_____

_____

What did you not like about it? _____

_____

_____

8. How would you feel about being enrolled in a training program for supervisory personnel? Would you be:

a. very interested _____

b. interested _____

c. wouldn't care one way or the other _____

d. not interested _____

e. very disinterested _____

a. Please explain your answer. _____

_____

_____

NOTE: Please make sure that you have answered all the questions, and that your name is at the top of each page.

NAME _____

Code # _____

Questionnaire A. In-Service Training Project

	Column 1 Duties	Column 2 Rank of Importance	Column 3 Training for Me	Column 4 Training for Others
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				

NAME _____

Code # _____

Questionnaire A. In-Service Training Project

	Column 1 Duties	Column 2 Rank of Importance	Column 3 Training for Me	Column 4 Training for Others
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
i.				
j.				
k.				

EXHIBIT C - 1

TABLE I
JOB DUTIES RANKED AND WEIGHTED
ACCORDING TO IMPORTANCE
PROBATION AND PAROLE

DUTY	WEIGHTED
Investigations:	447
Presentence, Pre-Parole Clemency, Transfers, etc.	
Supervision of Probationer and Parolee.	364
Rehabilitation:	343
Vocational and Personal Counseling	
Clerical:	245
Record Keeping and Report Making	
Communication and Cooperation:	208
With Courts and Other State Agencies	
Public Relations.	187
Supervision of Personnel and Officers	134
Administrative Work	118
Arresting and Transporting:	117
Prisoners, and Other Law Enforcement Activities	
Protect Society	66
Conduct Social Case Work.	27

EXHIBIT C - 1

TABLE I
JOB DUTIES RANKED AND WEIGHTED
ACCORDING TO IMPORTANCE
PROBATION AND PAROLE

DUTY	WEIGHTED
Investigations:	447
Presentence, Pre-Parole Clemency, Transfers, etc.	
Supervision of Probationer and Parolee.	364
Rehabilitation:	343
Vocational and Personal Counseling	
Clerical:	245
Record Keeping and Report Making	
Communication and Cooperation:	208
With Courts and Other State Agencies	
Public Relations.	187
Supervision of Personnel and Officers	134
Administrative Work	118
Arresting and Transporting:	117
Prisoners, and Other Law Enforcement Activities	
Protect Society	66
Conduct Social Case Work.	27

EXHIBIT C - 2

TABLE II
DUTIES IN WHICH RESPONDENTS BELIEVE
THEY NEED MORE TRAINING
PROBATION AND PAROLE

DUTY	NUMBER OF TIMES MENTIONED
Rehabilitation and Counseling	34
Investigations	28
Supervision of Probationer and Parolee	23
Maintain Records	12
Public Relations	10
Supervision of Personnel and Officers	10
Administrative Work	9
Communication and Cooperation: With Courts and Other Agencies	5
Protect Society	3
Conduct Social Case Work	2

EXHIBIT C - 3

TABLE III
DUTIES IN WHICH RESPONDENTS BELIEVE
OTHERS NEEDED MORE TRAINING
PROBATION AND PAROLE

DUTY	NUMBER OF TIMES MENTIONED
Rehabilitation and Counseling	26
Investigations	25
Supervision of Probationer and Parolee	21
Supervision of Personnel and Officers	10
Public Relations	9
Maintain Records	8
Arrest and Transport Prisoners	7
Communication and Cooperation: With Courts and Other Agencies	5
Administrative Work	5
Protect Society	3
Conduct Social Case Work	3

EXHIBIT C - 3

TABLE III
DUTIES IN WHICH RESPONDENTS BELIEVE
OTHERS NEEDED MORE TRAINING
PROBATION AND PAROLE

DUTY	NUMBER OF TIMES MENTIONED
Rehabilitation and Counseling	26
Investigations	25
Supervision of Probationer and Parolee	21
Supervision of Personnel and Officers	10
Public Relations	9
Maintain Records	8
Arrest and Transport Prisoners	7
Communication and Cooperation: With Courts and Other Agencies	5
Administrative Work	5
Protect Society	3
Conduct Social Case Work	3

EXHIBIT C - 4

TABLE IV
SUBJECTS RESPONDENTS WOULD LIKE TO
SEE COVERED IN A TRAINING PROGRAM
PROBATION AND PAROLE

SUBJECT	NUMBER OF TIMES MENTIONED
More Effective Supervisory Skills, Human Relations . .	34
Knowledge About Motivation of Criminal Behavior. . . .	31
Strategies of Rehabilitation	31
Technical or Special Skills Appropriated to Job. . . .	21
Knowledge and Skills Which Contribute to Overall Function of Institutions.	17
Public Relations	11
Training in Administrative Skills, Coordinating Activities and Leadership	10

ANALYSIS OF TABLES

Table I presents eleven different types of duties which Probation and Parole Officers indicated were the most import- and duties of their job. It may be noted that the first ranked duty, "Investigations", far out ranks the others in importance. The next two duties, "Supervision and Rehabilitation of Probationers and Parolees", are weighted about equally, and form a grouping about 100 points less than the first ranked duty and 100 points more than the fourth ranked duty. Clerical duties and Administrative Work generally seem to be indicated in the other major categories.

Table II presents the eleven types of duties ranked according to the number of times the category was mentioned as an area in which each respondent felt that he needed more training. The similarity of the rankings in Table I and Table II should be immediately evident. The only major differences to be noted are that "Rehabilitation: Vocational and Personal Counseling" which is ranked third in Table I is ranked first in Table II, and "Communication and Cooperation With Courts and Other Agencies" ranked fifth in Table I is ranked ninth in Table II. The feelings of the respondents toward areas in which others needed training are shown in Table III. It is almost identical to Table II indicating that the respondents feel that they and others doing jobs similar to theirs, need the same kind of training.

The fifty-three Probation and Parole Officers who responded to this questionnaire seem to be well aware of a need for greater understanding of the psychological and sociological principles underlying their work. In Table IV, which shows the officers responses to the question, "What subjects would you like to see in a training program?", one may note that the three subjects mentioned most often deal with skills basic to psychological and sociological principles. The last four subjects listed seem to deal with the more administrative and clerical aspects of their jobs.

"Lack of Knowledge", however, was named only four times as a problem which the respondents felt made it difficult to carry out their duties. These persons are apparently overwhelmed with work since 34 listed this as a difficulty in carrying out their duties. The second most frequently mentioned difficulty, "Lack of Cooperation",--from the public, courts and other agencies--was mentioned only eight times.

It may be concluded that these persons do feel positively toward a training program from the fact that 45 of the 53 respondents stated that they were "interested" or "very interested" in enrolling in a training program. Only 8 said that they "didn't care" or "were not interested" in enrolling in a training program. Additional training may be needed by this group since only 20 replied that they had participated in a training program during the last five years. The features of the training programs which seemed to impress these 20 persons most were excellent presentation, procedures, and realistic

course content. The features they disliked seemed to revolve around the limited amount of time available to cover the material. Apparently these programs tried to cover too much too quickly.

CHAPTER V
PILOT SCHOOL FOR PROBATION AND PAROLE OFFICERS

A consultant was contacted to assist in evaluating the returns of the questionnaire, Exhibits C-1 through C-4. As a result of this consultation, two other consultants, authorities in the area of program development, were requested to assist in organizing a suitable training program based on the questionnaire evaluation results.

Consequently a training curriculum was decided upon and submitted for approval to the Study Advisory Committee. This committee, with minor changes, approved the proposed subjects, length of classes, and assisted in naming possible, qualified instructors.

Exhibit D-1 is a schedule for the one week school conducted. This schedule shows the place where the class was conducted, the name of the training program, the dates, times and instructors of the listed subjects.

Exhibit D2, Pages 1 and 2, show the subjects with a short explanation as to what was meant by that particular title--a course synopsis of the subject title.

COMPOSITION OF CLASS

There were twenty-seven officers who registered the first day. Twenty-six were awarded certificates of attendance. One became ill after the first day and was not present the remaining four days so he was not awarded a certificate. These officers were from various parts of the state, see Exhibit E1.

Most of the members stayed at Pleasant Hall and had their meals together. This resulted in an interchange of information and a unity of agreement about the training program which would not have been achieved had they roomed separately.

EVALUATION OF PROGRAM

The final class prior to graduation was a written and oral evaluation conducted by the Project Director and Assistant Project Director. The written evaluation consisted of a form to be completed by each class member, in class, so that all members would have to give their opinion, comments, and feeling about the training program. Exhibit E2, Pages 1-5 show the form.

The "W" and "C" at the top right of Page 1 indicate whether the member was from the Department of Public Welfare or the Department of Corrections. The form had no space for a name nor was the name asked for.

	Subject Appropriate Yes	No	About Right Time	Too Much Time	Too Little Time	No Answer
1.	26	0	15	7	4	
2.	23	3	13	2	11	
3.	23	3	18	4	3	1
4.	24	2	9	0	16	1
5.	26	0	17	0	9	
6.	26	0	7	0	19	
7.	26	0	10	0	16	
8.	25	1	19	7	0	
9.	26	0	24	0	1	1
10.	25	1	24	0	2	
11.	24	2	11	11	1	3

ANALYSIS OF CLASS EVALUATION OF PROGRAM

A final overall view indicated that the class members felt that all of the subjects presented were applicable to their work and the material given them would greatly improve their work performance in carrying out their duties.

There were three subjects that the majority of the class felt had too little time alloted to the presentation. Two of these subjects, "Narcotics" and "Techniques of Arrest" were demonstration type of lectures. The lecturer on "Narcotics" had actual samples of the various narcotics and drugs to be aware of plus a film showing physical conditions present when a person is under their influence. The other subject, "Techniques of Arrest", utilized various methods of searching, disarming, and actual

demonstration of restraint devices. The third lecturer presented "Duties, Rights, Limitations of the Probation and Parole Officer". This lecturer who was well-versed in this subject was so interrupted by questions from the class that the subject presentation was not complete. All three of these classes ran over the time alloted.

Another area where the class generally had conflicting opinions was in the panel discussion on "Interagency Cooperation and Community Resources". A closer look at individual evaluations indicate that the main conflict of opinions was based on two factors. One was that some of the agencies on the panel had no representative where the officer worked and the other was the different agencies represented by the probation and parole officer. Twenty of the attending officers were from the Department of Corrections. Six were from the Department of Public Welfare.

A one hundred percent agreement was voiced by the class members to continue these training programs on a regularly scheduled basis. By this unanimous approval, it was believed that the class was an unqualified success.

LSU CAREER DEVELOPMENT PROGRAM
for
PROBATION AND PAROLE OFFICERS

oom 279
leasant Hall
ouisiana State University

EXHIBIT D - 1

Schedule Week Of
December 9-13, 1968

	December 9 MONDAY	December 10 TUESDAY	December 11 WEDNESDAY	December 12 THURSDAY	December 13 FRIDAY
9:30 10:30	Welcome And Orientation Staff	Interviewing Counseling Case Analysis L. Edwards	Duties, Rights, Limitations of The Probation & Parole Officer Elayn Hunt	Dynamic Leadership R.D. Carter	Interviewing Counseling Case Analysis L. Edwards
10:30 11:30	Interviewing Counseling Case Analysis L. Edwards	↓	↓	↓	↓
11:30 12:30	↓	↓	Court Relationship With Probation And Parole Judge F. Blanche	↓	Techniques of Arrest Max M. Marr
12:30 1:30	L U N C H P E R I O D				
1:30 2:30	Human Behavior And Personality Disorders L. Siegel	Narcotics J.R. Thomas	Investigations For Probation And Parole V. Townsley	Human Behavior And Personality Disorders L. Siegel	Out-of-State Problems And Interstate Compact V. Townsley
2:30 3:30	↓	Interagency Cooperation And Community Resources Panel	↓	↓	Outlook For Probation And Parole C. Paul Phelps
3:30 4:30	↓	↓	↓	↓	Evaluation Of Career Development Program --- Graduation

Rev. 12/4/68

LSU CAREER DEVELOPMENT PROGRAM
FOR PROBATION AND PAROLE OFFICERS

TIME	TITLE OF SUBJECT	EXPLANATION OF TITLE
1 hr.	"Welcoming"	First hour of program. Welcoming by those who are in charge of the program. Explanation of course content. Answer questions about food, housing, parking of car, class meetings, etc.
6 hrs.	"Human Behavior and Personality Disorders"	What the P.P. Officer should know about the various kinds of personalities he may come in contact with. Recognition of the various symptoms of these people.
3 hrs.	"Investigations For Probation and Parole Officers"	Explanation of the philosophy of and various kinds of investigations made by P and P Officers. Proper forms to be completed. How-to-do presentence, pre-parole, etc.
7 hrs.	"Interviewing, Counseling, Case Analysis"	A discussion of the principles, philosophy, methods, techniques, of interrogating, counseling of probationers and parolees combined with actual cases which are considered problems.
1 hr.	"Techniques of Arrest"	A lecture on how to make an arrest, how to search, restrain, and how to transport an arrested person.
2 hr.	"Inter-Agency Cooperation and Community Resources"	A panel of various agencies who are related to the correction process by virtue of the assistance they may provide to the parolee or probationer. What agencies to contact for referral and a listing and explanation of some of the various community resources which are available.
3 hrs.	"Dynamic Leadership"	How to lead people rather than command. Basic principles of leadership in supervising others. Types of leaders. Responsibilities of leadership.

TIME	TITLE OF SUBJECT	EXPLANATION OF TITLE
1 hr.	"Outlook for Probation and Parole"	A look at new policies, laws, innovations, techniques which might apply to probation and parole officers. New standards for employment, pay, etc. What might be expected in the ensuing months.
1 hr.	"Evaluation of Career Development Program"	A critique of the probation and parole officer program. What would be good for other classes.
1 hr.	"Court Relationship With Probation and Parole Officers"	How the court sees the probation and parole officer. How the courts and officer can mutually assist each other.
2 hrs.	"Rights, Duties, And Limitations of the Probation and Parole Officer"	An analysis of the laws authorizing the existence and formation of the probation and parole officer, his jurisdiction, power and authority. Legal rights of probationers and parolees. Latest rulings and interpretations of the Supreme Court.
1 hr.	"Out-of-State Problems & Interstate Compact"	An explanation of the interstate compact, who is a member. Some of the problems encountered with its operation.
1 hr.	"Narcotics"	How to recognize the effects and symptoms evidenced by anyone under the influence of narcotics. A listing of the various illegal drugs and what they look like.

EXHIBIT E1

CLASS MEMBERS

PROBATION AND PAROLE OFFICER
CAREER DEVELOPMENT PROGRAM

Room 279
Pleasant Hall
Louisiana State University
December 9-13, 1968

* * *

1. Charles L. Adams
   New Orleans
2. Melvin C. Bonie
   New Orleans
3. Irby M. Bordelon
   Monroe
4. C. G. Brown [1]
   Baton Rouge
5. Ray Canik [1]
   Baton Rouge
6. Otis R. Carter
   Alexandria
7. James H. Craig
   Baton Rouge
8. Jacques R. Coreil, Jr.
   Ville Platte
9. Robert C. Dawson [1]
   Baton Rouge
10. Robert T. Dunn
    Amite
11. John C. Eilbeck
    Shreveport
12. Bennett Fontenot
    Estherwood
13. Robert D. Foster
    Amite
14. Paul C. Haydell, Jr. [1]
    Baton Rouge
15. J. C. Hildebrand
    Shreveport
16. Guy G. Jones
    Thibodaux
17. Clyde W. Kimball [2]
    Baton Rouge
18. John W. Laird [1]
    Baton Rouge
19. David M. Ledet
    Lafayette
20. Lucian M. Roy
    Tallulah
21. Louis G. Sandkaut
    Alexandria
22. Edward F. Sledge [1]
    Baton Rouge
23. Luther Smith
    Monroe
24. Jiles L. Sumner
    New Orleans
25. Stanley E. Tipton
    Lake Charles
26. Perry O. Williams
    Tallulah
27. James M. Woodley, Jr.
    Lake Charles

1 These members were from the Division of Probation and Parole, Department of Public Welfare.
2 Did not complete

EXHIBIT E2 - 1

E V A L U A T I O N

CAREER DEVELOPMENT PROGRAM
FOR
PROBATION AND PAROLE OFFICERS

1. "Interviewing, Counseling, Case Analysis" - 7Hrs. - Larry Edwards

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____.
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

2. "Human Behavior and Personality Disorders" - 6Hrs. - L. Siegel

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____.
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

3. "Dynamic Leadership" - 3Hrs. - R. D. Carter

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____ .
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

4. "Duties, Rights, Limitations of the Probation and Parole Officer" - 2Hrs. Elayn Hunt

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____.
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

5. "Court Relationship with Probation and Parole" - 1Hr. - Judge Blanche

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

b. Was the amount of time alloted? About right_____. Too much____. Too Little_____.

How much more or less should it be?_____

Remarks:_____

_____

6. "Narcotics" - 1 Hr. - Major Thomas

a. Was the subject and material presented appropriate to your work? Yes_____ No_____

(1) If you check "no", explain why you think it not appropriate.

_____

_____

b. Was the amount of time alloted? About right_____. Too much____. Too Little_____.

How much more or less should it be?_____

Remarks:_____

_____

7. "Techniques of Arrest" - 1Hr. - Max M. Marr

a. Was the subject and material presented appropriate to your work? Yes_____ No_____

(1) If you check "no", explain why you think it not appropriate.

_____

_____

b. Was the amount of time alloted? About right_____. Too much____. Too Little_____.

How much more or less should it be?_____

Remarks:_____

_____

EXHIBIT E2 - 4

8. "Investigations for Probation and Parole" - 3Hrs. - V. Townsley

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____.
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

9. "Out-of-State Problems and Interstate Compact" - 1Hr. - V. Townsley

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

   b. Was the amount of time alloted? About right_____. Too much____.
   Too Little_____.

      How much more or less should it be?_____

      Remarks:_____

      _____

10. "Outlook for Probation and Parole - 1Hr. - C. P. Phelps

   a. Was the subject and material presented appropriate to your work?
   Yes_____ No_____

      (1) If you check "no", explain why you think it not appropriate.

      _____

      _____

11. "Interagency, Cooperation, and Community Resources" - 2Hrs.

Panelists

Joe Gerace	representing	Employment Security
Frank Blackburn	representing	Alcoholism Unit, Dept. of Hospitols
Walt Lindsey	representing	Alcoholics Anonymous
David Bornman	representing	B.R. Mental Health Center
Arthur Dixon	representing	Vocational Rehabilitation
Clint Cheveallier	representing	Volunteers of America

a. Were the agencies represented on the panel the agencies you are most concerned with?_____

b. Which agency do you feel should have been left out?_____

_____.

c. What agencies should be added if any?_____

_____.

d. Should more time be alloted?_____. Less time?_____. Time about right?_____.

e. Please give your personal views on this subject:_____

_____

_____

_____

_____.

CHAPTER VI
GATHERING THE DATA

INITIAL SURVEY

As the Louisiana Department of Corrections consisted of three adult penal institutions and three juvenile institutions which were located quite a distance from each other, it was felt that a survey conducted at the facility level would be not only time consuming in regard to travel but that unnecessary time would also be spent in conversation with the employee in completing the required form. All personnel files are located in Headquarters at Baton Rouge. One of these files was studied to see if the necessary information could be taken from these files. It was found that this personnel file could be used for the survey form which is shown in Exhibit F.

This initial survey was first broken down by institutions as shown by the following:

Institution	Number of Employees
Louisiana State Penitentiary, Angola	430
Louisiana Correctional & Industrial School, DeQuincy	115
State Industrial School for Colored Youths, Scotlandville	273
State Industrial School for Girls, Pineville	76
Louisiana Training Institute, Monroe	134
TOTAL	928

Headquarters personnel were not included in this summary as they were mainly clerical and administrative in nature.

These personnel were then subdivided into groups based on their job classification.

Group I - Custodians--composed of guards for adult inmates; group supervisors, cottage parents for juvenile inmates.

Group II - Technicians--people who provide physical service such as cooks, carpenters, secretaries and so forth.

Group III - Specialists--those providing assistance to the inmate by counseling or teaching. Psychiatrist, teachers, psychologists.

Group IV - Case Managers--those providing assistance to inmates such as institutional case workers, probation and parole officers.

After this subdivision was made it was decided that the study should be aimed toward adult correctional needs and another final breakdown was made as follows.

I Custodial

Correctional Officer I, II, III, IV and V

Associate Warden

Superintendent

Deputy Warden

Warden

II Technical

Institutions Business Administrator

Administrative Assistant

Executive Assistant

Institutions Industries Coordinator

Personnel Technician

Sugar Shipper

III Semi-Technical

This group consisted of forty (40) different job classifications. Some of the main ones being Farm Supervisors, Cooks, Building Supervisors, Electrical Foreman, Carpenter Foreman and Superintendents of Sugar Factory, Automotive Maintenance, Garment Factory and so forth.

IV Clerical

Secretary

Stenographer Clerk

Clerk

Stock Clerk

Account Clerk

Typist Clerk

Receptionist

Duplicating Equipment Supervisor

V Specialists

Chaplain	Training Officer
Director of Education	Recreation Supervisor
Hospital Technician	Physician
Physical Terapist	Medical Laboratory Technician
Prison Education Supervisor	Prison Classification Officer

VI Probation and Parole

Consist of probation and parole officers.

Demographic Information on Custodial, Technical, Semi-Technical, Clerical and Specialists

The following chart lists the number, age, education, and experience of the various groups:

	Number	Average Age	Average Years of Education	Average Years of Experience
Custodial	295	43.8	10.4	7.5
Technical	7	44.1	13.4	3.1
Semi-Technical	106	50.5	10.2	7.9
Clerical	43	42.5	11.9	5.6
Specialists	24	42.1	14.0	5.5

The ages of the semi-technical group were higher than those of other groups as experience was a more desired qualification than education which was low. As experience takes time then one would be older after acquiring a satisfactory work background.

Custodial personnel followed very closely to semi-technical in education and years of experience. These two groups work closely in actual supervision of inmates.

Technical and specialist personnel had a higher average level of education as the job requires a knowledge of theories and ability to work with, treat and counsel inmates.

The clerical category indicated a fairly high average age with very nearly a high school education. The information obtained was not used for any purpose other than filing.

The custodial category will be taken up in detail in another chapter in this report and will not be commented on at this time.

Although not shown as a part of this report the results of the demographic survey made on personnel in the juvenile institutions were utilized by the department as a guide in conducting training. With the assistance and cooperation of the Louisiana Department of Education, Home Economics Section, a cottage parent training curricula was drawn up and through funding by the Capitol Area Vocational School a program was conducted for cottage parents, watchmen and guards at the State Industrial School for Colored Youth, Scotlandville, Louisiana. This school was a sixteen hour course lasting from June 3 to July 3, 1968.

EXHIBIT F
SURVEY - PERSONNEL

I.D. No. _____ Name _____

Position - Classification _____

Age _____ Salary _____

Duty Station _____

Years of Service (with present employer) _____

Education (last year completed, Grade School or College) _____

Graduation High School - Yes _____ No _____

Certificate (G.E.D.) _____

Degrees (College) _____

Training Received (hours) Academic _____ Non-Credit _____

Names of Courses _____

_____

Previous Related Experience (years)

Teacher _____

Social Worker _____

Employment Counselor _____

Vocational Rehabilitation _____

Law Enforcement - (actual job) _____

Other _____

CHAPTER VII
PILOT SCHOOL FOR CUSTODIAL PERSONNEL

PROFILE OF A CORRECTIONAL OFFICER

The average correctional officer is 43.8 years of age. He has 10.4 years of education and has worked 7.5 years in the field of corrections. The following table shows the four levels of correctional officers with the average age, education, and experience for each grade.

	Number	Average Age	Average Years Of Education	Average Years Of Experience
Correctional Officer I	221	43.2	10.1	6.2
Correctional Officer II	45	45.8	10.5	9.6
Correctional Officer III	11	42.2	11.2	12.5
Correctional Officer IV	9	49.3	14.9	10.6

There is only one Correctional Officer V. This classification carries the title of Major.

Correctional Officer II has the title of Sergeant. Correctional Officer III has the title of Lieutenant and Correctional Officer IV, the title of Captain.

The pay range of the Correctional Officer classification is as follows:

Classification	Monthly Salary Range
Correctional Officer I	$360 to $560
Correctional Officer II	400 to 600
Correctional Officer III	460 to 660
Correctional Officer IV	575 to 825
Correctional Officer V	630 to 930

DUTIES OF THE CORRECTIONAL OFFICER

The duties of a correctional officer are numerous and varied. Some examples of the officer's work include the following:[2]

1. Supervises groups of inmates assigned to various work details, rehabilitative, and correctional projects.
2. Serves as Correctional Officer in charge of a dormitory unit on an assigned tour of duty.
3. Maintains discipline and order among inmates.
4. Observes activities and movements of inmates to prevent breaches of discipline or policies of the institution.
5. Reports unusual activities of inmates under his supervision.
6. Serves as security tower officer and maintains a proper lookout by seeing that no inmates

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2 Louisiana State Civil Service class specifications for position of Correctional Officer I.

cross fences between the various compounds and camps, and insures that they do not pass through the fences.

7. As night security officer in a cell block or dormitory, takes counts of inmates every hour, performs security checks of all bars, lights, and locks, and performs regular routine shake downs.
8. On work details, maintains custody of persons under his supervision and accounts for their locations and assignments.
9. Assists in the operation of the institution by the supervision of inmates assigned to maintenance, food service, janitorial, and other work activities.

In addition to these duties, a correctional officer engages in actual chases when an inmate escapes. Those officers above the rank of Correctional Officer I have supervisory duties in addition to those listed above along with a certain amount of report writing and record keeping.

Qualifications for a Correctional Officer I require that he pass a written test and be 21 years of age. To be promoted, one must have a minimum of 6 months experience.

SURVEY FOR CORRECTIONAL OFFICERS AND SUPERVISORS

A survey was made of all correctional officers who had attained the rank of a II and above and also of all supervisors

and managers who supervised not only inmates but personnel as well.

The questionnaire used was similar to that used for probation and parole officers but adapted to the custodial field. Exhibit G, Pages 1-5 shows a sample of this form.

Classification	Institution	Number Sent	Number Received	Per Cent Retained
Correctional Officers	Angola	54	42	37%
Supervisory Personnel	Angola	58	0	0
Correctional Officers	DeQuincy	10	10	100%
Supervisory Personnel	DeQuincy	16	16	100%
Correctional Officers	St. Gabriel	2	2	100%
Supervisory Personnel	St. Gabriel	5	4	81%
	TOTAL	145	74	51%

The results of this survey are shown in Tables I through V labeled as Exhibits H-1 through H-5 for correctional officers and I-1 through I-5 for supervisory personnel.

ORGANIZING CURRICULA

After evaluating an analysis of the results of this survey, a tentative schedule of subjects was drawn up. A meeting of the Study Advisory Committee was held to discuss the training program.

The committee recommended that the pilot school should last one week with forty (40) hours of actual classroom work scheduled. The subject material was to be organized and

presented at the middle management level. Exhibit J-1 shows the weekly schedule with the dates, time and instructors listed. The committee also recommended a final examination with the intention of evaluating the overall training program.

A synopsis or syllabus of the subjects presented during this pilot school is shown in Exhibit J-2.

A grouping of the curriculum into general categories is shown in Exhibit J-3. This grouping may be open to argument as to the field that a particular subject actually belongs in. For instance, "Theories of Crime and Causation" was placed in the "Rehabilitation" category. It could just as well be placed in "Supervise Inmates" category depending on the point of view taken as a knowledge of crime may assist one in better supervision of an inmate.

The categorizing into broad areas was done in order to correlate the actual curriculum with the results or analysis of the training needs survey.

PILOT SCHOOL

The pilot school was held at Pleasant Hall, Louisiana State University from January 13 to January 17, 1969.

Although a total of twenty-six (26) pre-registered, a final number of twenty-five attended and completed the program.

Certificates of attendance were made and given to each attendee on the final day during a brief graduation ceremony.

A simple evaluation form was drawn up and completed by each participant. This evaluation with the results is shown as Exhibit K. In completing this form some did not indicate

any opinion on some of the subjects. As twenty-four were supposed to have completed this form, if the totals do not add up to the total then this indicates that no opinion was given on that particular item.

Of the sixteen (16) different subjects presented only three (3) subjects were indicated by the group as not being appropriate for them. It is felt that the few who stated the subject did not apply to them made this statement due to their work. A list of the various classifications in attendance is shown. Exhibit L shows a class roster.

Classification Title	Number
Correctional Officer I	5
Correctional Officer II	6
Correctional Officer III	4
Correctional Officer IV	2
Store Manager II	1
Cook IV	1
Prison Records Custodian I	1
Garment Factory Superintendent	1
Prison Hospital Technician II	1
Institutional Farm Manager II	1
Account Clerk II	1
Prisoner Classification Officer III	1
TOTAL	25

These various classifications made for a larger and better picture of the overall operations and how each fitted into the institution.

SUMMARY OF PILOT SCHOOL

From the many comments made by class members it is felt that this training program for correctional officers and supervisors achieved its objective.

In remarks which were written on the reverse of the evaluation sheet (Exhibit K) seven members felt that this program was excellent and should be continued. They also indicated that their supervisor should attend this type of training program and that all personnel should be required to attend and sucessfully complete a similar course.

Unanimous approval was voiced in class to make the class longer, two to three weeks, and to go into greater depth on many of the subjects which dealt with theory and background material pertaining to treatment and rehabilitation.

EXHIBIT G - 1

LOUISIANA STATE UNIVERSITY WORKING IN CONJUNCTION WITH THE DEPARTMENT OF INSTITUTIONS ON AN IN-SERVICE TRAINING PROJECT FOR PERSONNEL IN THE FIELD OF CORRECTIONS, PROBATION AND PAROLE

TO: Corrections Supervisors and Probation and Parole Officers

FROM: Julian A. Martin
Coordinator, LSU Law Enforcement Training Program
Project Director

Louisiana State University, working with the Department of Institutions, has received a grant from the Office of Law Enforcement Assistance, United States Department of Justice, in order to develop a training program for employees who supervise other employees and/or persons. I am a member of the staff of the Division of Continuing Education, Louisiana State University, who has been asked to develop pertinent information in connection with the grant project.

There are three steps to this project: (1) obtain and assemble appropriate information, (2) develop a training program, and (3) conduct training.

It is important that we get your ideas on what would be a good training program; therefore, we are conducting this survey. We need your help with the first step, and will from time to time be in touch with you.

We want to start by finding out from you the important duties and responsibilities that you have, and for which ones you would like to have more training.

We want to make it clear that none of the information that you provide will be used in any evaluation of you by your employers, and that it will be used only for the purpose of developing the best training program for the whole group of which you are a part. In order to keep confidential your response to the questionnaire, you will return your completed questionnaire directly to me. A number will replace your name, and the code is known only by the research staff.

Your cooperation will contribute to making any training program a realistic one. The kind of a program that is developed depends, in a large part, upon your full and frank participation.

Please complete the attached questionnaire by August 30, 1968, and return it to me in the enclosed self-addressed stamped envelope.

Thank you.

EXHIBIT G - 2

TABLE I

JOB DUTIES PERCEIVED BY CORRECTIONAL PERSONNEL

1. Security
2. Supervise Personnel
3. Supervise Inmates
4. Physical Maintenance and Care of Plant
5. Health and Welfare of Inmates
6. Plan Programs
7. Budget and Record Keeping of State Property
8. Record Keeping, Inmates and Personnel
9. Create and Maintain Inmate Morale
10. Food Service, Menu Planning
11. Communications
12. Rehabilitation
13. Other Duties not Listed (Show by Title or Subject)

EXHIBIT G - 3

NAME (I shall remove this after coding): _____

Code # _____

Questionnaire A. In-Service Training Project for Supervisory Personnel

Note: We want your own thinking. Please do not discuss the questions with others before you answer. Some of your answers are to be placed on the chart on the last page. Unstaple it so that you can work more easily. Please read paragraphs 1 and 2 below carefully before completing last page.

1. As you see them, what are the duties of your job? List them in column 1 of the chart. (Do not pay attention to the other columns now. Later questions will refer to them.)

2. What do you see as your most important duty, what is the next most important, etc? In column 2, place a "1" by the most important, a "2" by the next most important, etc. If you think some of the duties are equal in importance, mark them with the same number.

   a. Explain how you decided on which was your most important duty. What was your reasoning? _____

   _____

   _____

   _____

   _____

   b. Explain how you decided on your least important duty. _____

   _____

   _____

   _____

3. For which duties do you think you could use more training? In column 3, place a cross to mark those duties.

4. For which duties do you think most of the others doing your kind of job could use more training? In column 4, place a cross to mark those duties.

5. What subjects would you like to see covered in a training program?

   _____

   _____

   _____

EXHIBIT G - 4

NAME _____

Code # _____

6. What do you see as difficulties that make it hard for you to carry out your duties the way you would like to do them. If the difficulties you mention apply to only some of the duties, specify which ones.

_____

_____

_____

_____

7. Have you been in any training programs in the past five years?

Yes _____ No _____

If no, go to question 8.
If yes, give details on when and where held, and purpose of program:

_____

_____

_____

What did you like about the program? _____

_____

_____

What did you not like about it? _____

_____

_____

8. How would you feel about being enrolled in a training program for supervisory personnel? Would you be:

a. very interested _____

b. interested _____

c. wouldn't care one way or the other _____

d. not interested _____

e. very disinterested _____

a. Please explain your answer. _____

_____

_____

NOTE: Please make sure that you have answered all the questions, and that your name is at the top of each page.

NAME _____

Code # _____

Questionnaire A. In-Service Training Project

Column 1	Column 2	Column 3	Column 4
Duties	Rank of Importance	Training for Me	Training for Others
a.			
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			
k.			

EXHIBIT H - 1

TABLE I
DUTIES RANKED BY IMPORTANCE
CORRECTIONAL OFFICERS

DUTY	WEIGHTED
Security	591
Health and Welfare of Inmates	379
Supervise Inmates	281
Supervise Personnel	278
Rehabilitation	213
Inspect and Check Orders of Store, Hospital and Dorm	143
Record Keeping, Inmate and Personnel	133
Physical Maintenance and Care of Plant	121
Communication	115
Food Service, Menu Planning	111
Create and Maintain Inmate Morale	110
Supervision of Transfers, Telephone Calls and Clothing	106
Take, Total and/or Call in Count	104
Cooperation With Other Officers and Free Personnel	86
Routine Clerical (Money Orders, Payrolls, etc.)	58

EXHIBIT H - 2

TABLE II
DUTIES IN WHICH RESPONDENTS BELIEVE
THEY NEED MORE TRAINING
CORRECTIONAL OFFICERS

DUTY	NUMBER OF TIMES MENTIONED
Security	32
Rehabilitation	19
Supervise Inmates	17
Health and Welfare of Inmates	17
Supervise Personnel	10
Create and Maintain Inmate Morale	8
Communication	6
Record Keeping, Inmate and Personnel	5
Food Service, Menu Planning	5
Cooperation With Other Officers and Free Personnel	5
Counsel With Trainees and Personnel	4
Inspect and Check Orders of Store, Hospital and Dorm	4
Physical Maintenance and Care of Plant	3
Plan Programs	3
Supervision of Transfers, Telephone Calls and Clothing	3
Routine Clerical (Money Orders, Payroll, etc.)	3

EXHIBIT H - 3

TABLE III
DUTIES IN WHICH RESPONDENTS BELIEVE
OTHERS NEED MORE TRAINING
CORRECTIONAL OFFICERS

DUTY	NUMBER OF TIMES MENTIONED
Security	33
Rehabilitation	20
Health and Welfare of Inmates	19
Supervise Inmates	17
Supervise Personnel	12
Record Keeping	9
Create and Maintain Inmate Morale	8
Physical Maintenance and Care of Plant	6
Food Service, Menu Planning	6
Communication	6
Cooperation With Other Officers and Free Personnel	6
Inspect and Check Orders of Store, Hospital and Dorm	5
Plan Programs	4
Supervision of Transfers, Telephone Calls, etc	3
Take, Total and/or Call in Count	3
Routine Clerical (Money Orders, Payrolls, etc.)	3
Counsel With Trainees and Personnel	3

EXHIBIT H - 4

TABLE IV
SUBJECTS RESPONDENTS WOULD LIKE TO
SEE IN A TRAINING PROGRAM
CORRECTIONAL OFFICERS

SUBJECT	NUMBER OF TIMES MENTIONED
Security	33
Rehabilitation	18
Supervise Inmates	17
Record Keeping, Inmates and Personnel	7
Supervise Personnel	6
Create and Maintain Inmate Morale	6
Communication	6
Health and Welfare of Inmates	5
Public Relations	4

EXHIBIT H - 5

TABLE V
DIFFICULTIES WHICH MAKE IT HARD FOR
RESPONDENTS TO CARRY OUT THEIR DUTIES
CORRECTIONAL OFFICERS

DIFFICULTY	NUMBER OF TIMES MENTIONED
Lack of Personnel	26
Lack of Cooperation	14
Lack of Funds, Supplies, Equipment	8
Lack of Authority	5
Lack of Communication - Personnel - Inmate	4
Security	3
Lack of Training; Lack of Knowledge	3
Rehabilitation	2

ANALYSIS OF TABLES

Table I presents the results from questions 1 and 2 in which the respondents were asked to indicate the duties of their job and to rank them in order of importance. Since most respondents named approximately 10 different duties, an importance scale was arranged in which a rank of 1st was given 10 points, 2nd was given 9 points, and so on until a rank of 10th or beyond was given 1 point.

An examination of Table I will reveal that the 65 Correctional Officers who responded were in overwhelming agreement that their most important duty was "Security". On the importance scale, "Security" received a weight of 591. This is over 200 points greater than the second most important duty, "Health and Welfare of Inmates", which received a weight of 379. It may be noted that four of the top five duties deal with activities directly connected with inmate manipulation. Number four, "Supervise Personnel", may be similar to this category. In what may be an inconsistency to the above trend, the duty, "Create and Maintain Inmate Morale", received only enough votes to rank it eleventh on the importance scale. Those duties ranked sixth through tenth constitute a second grouping which seems to include activities connected with the administrative phase of the respondents' jobs. The other duties listed could either be placed in general miscellaneous category or in one of the two previously mentioned.

Table II presents the data compiled in answer to question 3, "For which duties do you think you need more training?" Ten duties were listed five times or more. These ten correspond rather closely to the top ten duties ranked in terms of importance. Again these duties could be classified as manipulation of inmates and administration. From the consistency which exists between Tables I and II, it may be concluded that the respondents feel they could use more training in doing the things which are necessary and important for them to do.

Table III shows the duties in which respondents believe others doing their kind of work need more training. This table is almost identical to Table II. Apparently each of these Correctional Officers feel that others have the same training needs which he has.

Table IV presents the subjects which the respondents feel should be covered in a training program. Again the items mentioned most frequently deal with handling inmates, also, "Security" again, far out ranks all the rest.

It is interesting to note from Table V that the two most mentioned difficulties encountered by the respondents in their jobs was "Lack of Cooperation" and "Lack of Personnel". "Lack of Training or Knowledge" was mentioned only three times. However, this probably reflects their more immediate problems, and not their attitude toward the value of further training. This point is verified in question eight in which the officers were asked how they would like to be enrolled in a training program for supervisory personnel. In response to this question 30 officers replied "very interested" and 25 were "interested",

while only 4 "didn't care", 2 were "not interested" and just 1 was "very disinterested". Further evidence of positive attitudes toward training were noted in the fact that 17 replied they would like to be in a training program because "training is always needed in this type of work", 14 mentioned the value of contacts with "experts in the field" and 10 said training would be "helpful in performing a better job".

Fifty-three of the sixty-five Correctional Officers responding said that they had been in some kind of training program during the past five years. Ten said they had not been in a training program during that time, and two did not reply to this question. The feature of the training programs which most of these persons liked was the presentation of the course. Twenty persons mentioned this as a feature they liked about the program. Nine persons mentioned the practical nature of the program as a feature which they liked, while five said they liked it simply because it increased their knowledge. In response to the question, "What did you not like about the program?", nine persons said it took up their free time, eight mentioned lack of qualified instructors and three said the program was not designed for Correctional Officers. One may conclude from the responses to these two questions that the most important feature of a training program to these people in the nature of the content covered and the manner in which it is presented.

EXHIBIT I - 1

TABLE I
JOB DUTIES RANKED AND WEIGHTED
ACCORDING TO IMPORTANCE
SUPERVISORY PERSONNEL

DUTY	WEIGHTED
Physical Maintenance and Care of Plant	132
Security	80
Supervise Inmates.	75
Rehabilitation	56
Create and Maintain Inmate Morale.	49
Training or Teaching Trainees (Instruments, Job, etc).	45
Show Cooperation Between Inmates and Between Personnel	38
Supervise Personnel.	33
Budget and Record Keeping of State Property.	30
Administrative (Purchasing, Mail, Classification, etc)	30
Record Keeping, Inmates and Personnel.	28
Plan Programs.	25
Communications	22
Supervision of Making Garments (Layouts, etc.)	10
Making Reports	5
Health and Welfare of Inmates.	4

EXHIBIT I - 2

TABLE II
DUTIES IN WHICH RESPONDENTS BELIEVED THEY AND OTHERS NEEDED MORE TRAINING SUPERVISORY PERSONNEL

DUTY	NUMBER OF TIMES MENTIONED FOR OTHERS	ME
Physical Maintenance and Care of Plant	6	3
Create and Maintain Inmate Morale	5	2
Rehabilitation	5	2
Supervise Inmates	4	1
Show Cooperation Between Inmates and Personnel	4	2
Security	3	1
Training or Teaching Trainees	3	2
Supervise Personnel	2	2
Budget and Record Keeping of State Property	2	1
Administrative (Purchasing, Mail, etc.)	2	2
Plan Programs	1	0
Communications	1	1
Supervision of Making Garments	1	1
Health and Welfare of Inmates	0	1
Record Keeping, Inmates and Personnel	0	1
Making Reports	0	0

EXHIBIT I - 3

TABLE III
SUBJECTS RESPONDENTS WOULD LIKE TO
SEE IN A TRAINING PROGRAM
SUPERVISORY PERSONNEL

SUBJECT	NUMBER OF TIMES MENTIONED
Supervision of Inmates and Personnel	6
Rehabilitation	5
Security	4
Physical Maintenance and Care of Plant	3
Create and Maintain Inmate Morale.	2
Communications	2

ANALYSIS OF TABLES

Seventeen supervisory persons responded to the questionnaire. Their responses are more similar to those of Correctional Officers than those of Probation and Parole Officers. However, their jobs are somewhat different from both groups, and this is reflected in the ranking of their duties in Table I. The most important duty of these persons in their own estimation is "Physical Maintenance and Care of Plant". Not only is this ranked highest, but also there is a difference of 52 points between that and the duty ranked just below it. This is a much larger gap than exists between any other two adjacently ranked duties. It may also be noted from Table I that the next four duties (those ranked second through fifth) all deal with manipulation of inmates. The rest of the duties deal with general administration and supervision.

A relative small response was received to question 3, "For which duties do you think you could use more training?" The rankings shown in Table II are similar to Table I. However, only one third or less of the respondents mentioned any duty at all. An even smaller response was received to question 4, "For which duties do you think others doing your kind of work could use more training?" Again, the rankings of duties are similar to those in Table I, but no duty was mentioned by more than three of the seventeen respondents.

In listing difficulties which make it hard for them to carry out their jobs, such things as lack of funds and supplies

and lack of cooperation and communication were mentioned most frequently. Lack of knowledge was not given as a difficulty. However, sixteen of the seventeen said that they were "interested" or "very interested" in enrolling in a training program. Only one replied "not interested". Six of the seventeen respondents replied that they had been enrolled in a training program during the past five years. Ten said they had not been enrolled in a training program, and one made no reply. Those who had been enrolled in a training program replied similarly to the other two groups that the things they liked about the training program were realistic course content and presentation. The only dislikes noted were "too large a group to be effective" and "meeting too long".

Table III shows the responses to the question, "What subjects would you like to see in a training program?" Again, it may be noted that this listing is quite similar to those in the other tables. These groups apparently would like more training in those phases of their work which they feel are important.

LSU MANAGEMENT DEVELOPMENT TRAINING PROGRAM

for Correctional Officers and Supervisors

Pleasant Hall
Louisiana State University

EXHIBIT J - 1

Schedule for Week of
January 13 - 17, 1969

	January 13 MONDAY	January 14 TUESDAY	January 15 WEDNESDAY	January 16 THURSDAY	January 17 FRIDAY
8:30 to 9:30	Registration - - - - - Welcoming Staff	Theories of Crime and Causation V. K. Andreason	Counseling and Guidance L. Edwards	Principles of Leadership H. G. Hicks	Personality Disorders E. O. Timmons
9:30 to 10:30	History of Corrections D. Keyser	↓	↓	↓	↓
10:30 to 11:30	Principles of Supervision Wm. E. Doyle	Principles of Supervision Wm. E. Doyle	Legal Issues Concerning the Correctional Officer Elayn Hunt	Public Relations J. F. Wright	Classification, Treatment and Education L. Cummings
11:30 to 12:30	↓	↓	Drugs and Narcotics K. Lavender	Omnibus Crime Bill N. Lamont	↓
12:30 to 1:30	L U N C H P E R I O D				
1:30 to 2:30	Principles of Supervision Wm. E. Doyle	Principles of Supervision Wm. E. Doyle	Personnel Management W. H. Ruff	Human Relations J. A. Martin	Custodial Processes T. Neilsen & L. Cummings
2:30 to 3:30	↓	↓	↓	↓	↓
3:30 to 4:30	Communications, Oral and Written R. V. Lesikar	Introduction to Modern Management E. C. McCann	Introduction to Modern Management E. C. McCann	Introduction to Modern Management E. C. McCann	Critique Panel Discussion
4:30 to 5:30	↓	↓	↓	↓	Examination - - - - - Graduation

Rev 1/6/69

EXHIBIT J - 2

MANAGEMENT DEVELOPMENT TRAINING PROGRAM

SYLLABUS

FOR CORRECTIONAL OFFICERS AND SUPERVISORS

1 Hr. Registration and Welcoming

Registration of class participants combined with a welcome by staff and officials. An orientation of rules to be observed and how we may be of assistance to the students druing their stay including an explanation of meals and housing arrangements.

1 Hr. History of Corrections

A history of the penal system, origin of the penal institution, theories of punishment, protection of society, rehabilitation.

2 Hrs. Personnel Management

A presentation of basic principles of personnel administration and operating procedures of Civil Service. Operation of the personnel division of the department including rules and regulations.

8 Hrs. Principles of Supervision

The history of supervision, modern techniques of good supervision including advanced theory and principles, application of decision-making and problem solving.

2 Hrs. Communications, Oral and Written

The principles of communicating with people either through personal contact or through the medium of writing including reporting.

2 Hrs. Theories of Crime and Causation

A brief presentation of the history of crime, some theories of crime and causation.

1 Hr. Legal Issues Concerning the Correctional Officer

Summary of the legal basis for confinement. The legal authority and responsibility of the correctional officer. Rights of inmates. The latest

rulings and interpretations of laws relating to penal and correctional institutions.

1 Hr. Drugs and Narcotics

The types, description, and kinds of drugs and narcotics prescribed to inmates. The effect and symptoms of these. Those which are illegal.

6 Hrs. Introduction to Modern Management

Basic presentation of the history, organizational structure and responsibilities of management including the planning, organizing, directing, controlling, coordinating and budgeting processes that are part of management including public administration.

2 Hrs. Counseling and Guidance

Principles used in counseling and assisting people. Various techniques applicable.

2 Hrs. Human Relations

How to get along with people, various motivating, affecting factors.

1 Hr. Public Relations

Influencing people to think favorably of you and your organization.

2 Hrs. Principles of Leadership

Principles of being a good leader. The various components necessary to become a leader including styles, authority, responsibility, etc., of a leader.

1 Hr. Omnibus Crime Bill

An explanation of the various sections of the Omnibus Crime Bill which are applicable to correctional personnel

2 Hrs. Classification, Treatment and Education

Theories of deviant behavior. Institutional efforts to diagnose, evaluate, and correct attitudes and behavior. The use of education, both academic and vocational, as rehabilitation techniques. The relationship of custody, treatment and proper classification responsibilities.

2 Hrs. Personality Disorders

Presents the various personality types encountered in the field of corrections. How these can be recognized and principles of handling.

2 Hrs. Custodial Processes

An explanation of probation, parole, clemency, and pardon, combined with work release, pre-release programs, half-way houses, Synanon.

1 Hr. Critique, Panel Discussion

A critique of the program with constructive criticism leveled at course content, presentation, materials available and what could be included.

1 Hr. Examination; Graduation

An examination over the material in order to evaluate reception and absorption rate. Graduation and dismissal of participants.

EXHIBIT J - 3

MANAGEMENT DEVELOPMENT TRAINING
CORRECTIONAL PERSONNEL

General Categories - Curriculum

			Total Hours
1.	Health and Welfare of Inmates:		
	Drugs and Narcotics	1 Hour	1
2.	Supervise Inmates:		
	Custodial Processes	2 Hours	
	Legal Issues Concerning the Correctional Officer	1 Hour	6
	Personality Disorders	2 Hours	
	Public Relations.	1 Hour	
3.	Management:		
	History of Corrections.	1 Hour	
	Principles of Leadership.	2 Hours	
	Introduction of Modern Management . . .	6 Hours	
	Principles of Supervision	8 Hours	21
	Personnel Management.	2 Hours	
	Communications, Oral and Written. . . .	2 Hours	
4.	Rehabilitation:		
	Classification, Treatment and Education	2 Hours	
	Human Relations	2 Hours	
	Counseling and Guidance	2 Hours	8
	Theories of Crime and Causation	2 Hours	
5.	Miscellaneous:		
	Omnibus Crime Bill.	1 Hour	
	Registration, Welcoming	1 Hour	
	Critique - Panel.	1 Hour	4
	Examination, Graduation	1 Hour	
			40

EXHIBIT K

E V A L U A T I O N

MANAGEMENT DEVELOPMENT TRAINING PROGRAM FOR CORRECTIONAL OFFICERS AND SUPERVISORS

1. History of Corrections: Subject Appropriate; Yes 22 No 1
   Time Allotted; Just Right 17 Too Much 1 Too Little 5

2. Principles of Supervision: Subject Appropriate; Yes 24 No 0
   Time Allotted; Just Right 14 Too Much 1 Too Little 7

3. Communications, Oral and Written: Subject Appropriate; Yes 21 No 0
   Time Allotted; Just Right 14 Too Much 1 Too Little 6

4. Theories of Crime & Causation: Subject Appropriate; Yes 22 No 2
   Time Allotted; Just Right 9 Too Much 1 Too Little 10

5. Introduction to Modern Management: Subject Appropriate; Yes 23 No 0
   Time Allotted; Just Right 15 Too Much 1 Too Little 7

6. Counseling & Guidance: Subject Appropriate; Yes 23 No 0
   Time Allotted; Just Right 14 Too Much 1 Too Little 7

7. Legal Issues Concerning the Correctional Officers:
   Subject Appropriate; Yes 23 No 0
   Time Allotted; Just Right 7 Too Much 0 Too Little 16

8. Personnel Management: Subject Appropriate; Yes 23 No 0
   Time Allotted; Just Right 11 Too Much 0 Too Little 9

9. Omnibus Crime Bill: Subject Appropriate; Yes 23 No 0
   Time Allotted; Just Right 14 Too Much 1 Too Little 8

10. Principles of Leadership: Subject Appropriate; Yes 23 No 0
    Time Allotted; Just Right 15 Too Much 0 Too Little 7

11. Public Relations: Subject Appropriate; Yes 23 No 0
    Time Allotted; Just Right 13 Too Much 1 Too Little 8

12. Drugs and Narcotics: Subject Appropriate; Yes 18 No 3
    Time Allotted; Just Right 7 Too Much 1 Too Little 10

13. Human Relations: Subject Appropriate; Yes 21 No 0
    Time Allotted; Just Right 13 Too Much 0 Too Little 8

14. Personality Disorders: Subject Appropriate; Yes 22 No 0
    Time Allotted; Just Right 7 Too Much 0 Too Little 15

15. Classification, Treatment & Education: Subject Appropriate; Yes 23 No 0
    Time Allotted; Just Right 17 Too Much 2 Too Little 4

16. Custodial Processes: Subject Appropriate; Yes 22 No 0
    Time Allotted; Just Right 18 Too Much 0 Too Little 4

* If you wish to make any additional remarks about any of the subjects presented or any other pertinent opinions make them on the back of this page.

EXHIBIT L

C L A S S M E M B E R S

MANAGEMENT DEVELOPMENT TRAINING PROGRAM
FOR CORRECTIONAL OFFICERS AND SUPERVISORS

Room 279
Pleasant Hall
Louisiana State University
January 13-17, 1969

* * *

1. Dorothy Aubin
   St. Gabriel
2. Robert H. Butler
   Angola
3. Herbert Byargeon
   Angola
4. Ray J. Carroll
   Angola
5. Kelby C. Cooley
   DeQuincy
6. Bertis Dixon
   Angola
7. John Donnelly
   Angola
8. John W. Durbin
   DeQuincy
9. Clyde Griffin
   Angola
10. Hollis W. Herrin
    DeQuincy
11. James T. Herron
    Angola
12. Isabell Jackson
    St. Gabriel
13. William McCarty
    Angola
14. James Oliveaux
    Angola
15. Buford Parker
    Angola
16. Jack Pittman
    Angola
17. Lee Roy Roberts
    Angola
18. Grace Sanders
    St. Gabriel
19. Barney L. Smith
    DeQuincy
20. Willard Smith
    Angola
21. Anita Sowell
    Angola
22. Ruth Tubbs
    Angola
23. Sidney Varnado
    Angola
24. Joseph O. Whittington
    DeQuincy
25. Hamilton Willis
    Angola

CHAPTER VIII
GENERAL SUMMARY

OBJECTIVES OF THE PROJECT

The Division of Continuing Education of Louisiana State University with the assistance and cooperation of the Louisiana Department of Corrections was to conduct intensive studies to determine the need and demand for a training program embracing all phases of correctional work, probation, parole, and institutional programs by those agencies of the State of Louisiana engaged in correctional, parole and probation activities.

The aim of these studies would be to establish priorities as to subject matter fields and to determine potential enrollment of in-service students from among employees of the participating agencies.

Information developed would be utilized in making decisions as to the scope, levels of instructor staffing and methods of instruction to be employed in the proposed program of instruction.

OBJECTIVES ACCOMPLISHED

After completion of the survey and based on the results of an analysis of the survey, a pilot school was held for probation and parole officers December 9 to 13, 1968.

A similar pilot school was conducted for correctional officers and supervisors January 13 to 17, 1969.

Based on the evaluations submitted by the attendees of both classes it is believed that these pilot schools were successful in achieving the objectives of the two training programs. The first objective was the conducting of a survey and pilot school for those engaged in adult probation and parole activities and adult correctional or custodial work. A second objective, inherent in any training program, was to change attitudes in such a way as to provide for better work performance. A third objective was to motivate or create a desire for a continuance of the training that had been given in the pilot schools.

RECOMMENDATIONS OF PARTICIPANTS

Similar opinions common to both pilot programs were voiced by the participants making evaluations. Some of these basic views were:

1. Gratitude that they had been sent to the school by their supervisor.
2. Genuine enthusiasm and excellent participation by those attending.
3. A realization of their lack of training and education in certain related fields to their occupation.
4. A desire to implement what they had learned in these schools.
5. A recommendation that the training in the various areas be continued by holding more schools.

6. A recommendation that if more schools are held consideration be given to extending the time length to two or three weeks.
7. That some of the subjects presented should be greater in depth.
8. They urged that after several basic schools were conducted thought be given to up-grading successive programs so that their knowledge would be higher and better.

PROBLEMS ENCOUNTERED

In gathering the information for arriving at the demographic information of those engaged in the field of corrections and probation and parole over one thousand (1,000) personnel records were tabulated on the form "Survey-Personnel", Exhibit F. The work in going over these records was tremendous due to insufficiency of information in some cases and the fact that each record had to be read in detail to provide the needed information for the form. In the case of incomplete information, the field institution had to be contacted for the necessary information to complete questionnaire. A breakdown of the total number of employees involved is shown:

Institution	Number of Employees
Headquarters, Baton Rouge including Division of Probation and Parole	149
Louisiana State Penitentiary, Angola	387
Louisiana Correctional & Industrial School, DeQuincy	107
State Industrial School for Colored Youths, Scotlandville	249
State Industrial School for Girls, Pineville	77
Louisiana Training Institute, Monroe	145
TOTAL	1,114

After this information was completed, a breakdown into classifications then into categories had to be made before the final figures could be tabulated.

Finally, after all background surveys were made and the overall information depicting the averages, then other forms had to be drawn which would guide the direction of the proposed training necessary.

Difficulties were encountered in having the concerned divisions return the needed, completed questionnaires. The return rate on these forms has been shown in a previous chapter.

The final and most important problem developed in obtaining instructors with the required background and knowledge to orient the lecture material to the field of corrections. Every effort was made to recruit those educators and guest lecturers who actually had worked with either law enforcement or other closely allied fields. Fortunately, such an experienced cadre of instructors was available due to prior establishment of a law enforcement training program already in existence with the Division of Continuing Education.

ADDITIONAL BENEFITS REALIZED BY THE PROJECT

In addition to achieving the objectives of the project other related information was obtained which could be used:

1. To develop policy statements.
2. For the formulation of operating procedures and policies.
3. For developing training curricula.

This research information would materially assist the Department of Corrections in both adult and juvenile correctional work.

As previously mentioned a specialized training course for cottage parents, guards and supervisors was conducted at the State Industrial School for Colored Youths at Scotlandville, Louisiana. Basic background information derived from this survey was used as a guide to program this training. Evaluations of this program were collected, analyzed and filed for future reference purposes.

These additional benefits more than made up for the little additional work involved in processing the needed material.

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